DOCUMENT RESUME

ED 287 046 CE 048 536

AUTHOR Carver, L. Sue
TITLE ABE. The Hearing Impaired.
INSTITUTION College of the Mainland, Texas City, Tex.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE Jun 86
GRANT 66320207
NOTE 118p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Students; *Deaf Interpreting; Educational Resources; Hearing (Physiology); *Hearing Impairments; *Instructional Materials; Language Handicaps; *Learning Problems; Literacy Education; Manual Communication; Motivation; Reading Instruction; Services; Speech and Hearing Clinics; Speech Handicaps; Student Evaluation; Student Recruitment; Writing Instruction
IDENTIFIERS Texas

ABSTRACT

This handbook was written to help teachers of adult basic education (ABE) adapt their teaching methods for hearing impaired persons. Written in a narrative format, the guide covers the following topics: ABE for the hearing impaired, hints for working with the hearing impaired without an interpreter, peer pairing, interpreters in the classroom (teacher's, interpreter's, and student's responsibilities), locating interpreters, motivation, goal setting, assessment of hearing impaired students, available assessment tools, writing assessment, adapting materials, effective methods and materials, the language experience approach, picture descriptions, selecting materials (annotated bibliography), reading fluency and flexibility, critical thinking skills, pragmatic skill practice, career awareness, substitution drills, and student recruitment. The text is illustrated with examples and sample materials. Appendixes contain technical information about deafness and a list of services for the deaf in Texas. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287046

ABE

The Hearing Impaired

L. Sue Carver

This handbook was written pursuant to a grant (number 66320207 effective July 1 1985) from the Texas Education Agency, Austin, Texas 78701. The opinions expressed herein do not necessarily reflect the positions or policies of the Texas Education Agency and no official endorsement by the Texas Education Agency should be inferred.

CE 048536

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L S Carver / N Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

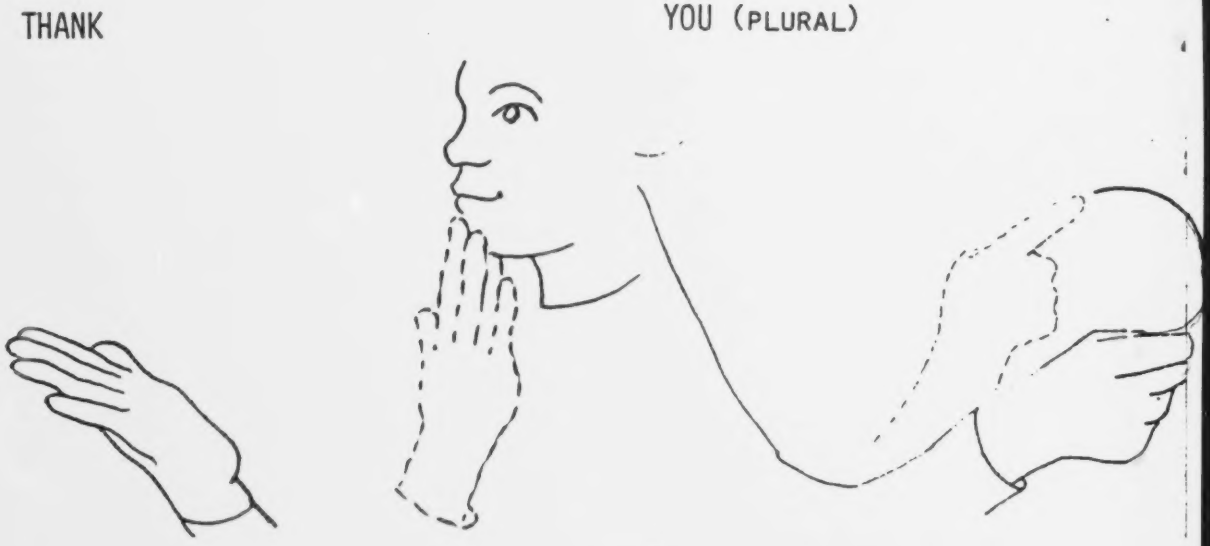
A special word of thanks to those who served on the Advisory Council.

Michelle Bouvette, Texas Rehabilitation Commission
Billy Carter, Student
Kelly Caudell, Program Office of the Deaf: Texas Rehabilitation Commission
Bill Charbonneau, Coordinator of Continuing Education and Industrial Education, College of the Mainland
Silverio Cuellar, Cooordinator of Adult Education, Region XX Education Service Center
Connie Ferguson, Hearing Impaired Adult and Teacher of the Hearing Impaired
Linda Gibbs, Education Service Center, Region IV
Lucy Koehl, Hearing Impaired Program, Lee College
Patti Moore, Coordinator of Community Education, Texas School for the Deaf
Dr. Jake Pino, Office of Services for the Deaf, Houston
Dr. Deborah Stedman, Texas Education Agency, Austin
Nancy Smith, Director of Adult Basic Education, College of the Mainland

The work of College of the Mainland's media specialists, Walter Kessler and Phil Johnson, is also greatly appreciated.

The cooperation of the following ABE Coops and teachers is gratefully acknowledged.
El Paso Don Vickers, Director, Bill Grimes, teacher
Ysleta Tito Maritnez, Director
Lufkin Bob Quillan, Director
St. Phillips College Mike Carillo
Amarillo Sharon Dial
North Harris County Ann McCormick, Director, Melinda Whittlesey, Teacher
College of the Mainland Nancy Smith, Director Tommie Frees, Teacher

The products of the project are dedicated to Tony Christopulos



ABE for the HEARING IMPAIRED

Teachers in adult education classes have developed successful methods which utilize their skills to foster the learning of their students. Students attending ABE and ESL classes range from low level through GED level in terms of performance, sometimes have low self-esteem, and often have a negative attitude toward learning. The successful teacher has developed techniques to help students overcome their attitude and learning problems, and is skilled at communicating with students in order to create a positive learning climate. The teacher has available materials on levels ranging from beginning to advanced.

Since within the hearing impaired population there exists the same range of educational and affective similarities and differences as exists within the normally hearing population, all of the skills the teacher has and all of the techniques the teacher uses daily with other students are appropriate for the undereducated hearing impaired adult. The same motivational techniques and the same methods are applicable. The difference may be the difficulty in communication.

Communication is the basic problem of hearing impairment. Communication is two faceted: receptive, which is what we understand, and expressive, which is what we are able to tell about our own thoughts. Communication is based on vocabulary and concepts, and much more ... it is the semantic content, syntax (how the words are put together) and pragmatics (the function or purpose of language).

Because the acquisition of language is normally based on hearing the language, imitating it, and using it, hearing loss impacts dramatically on language

acquisition. The hard of hearing is a label used to describe those with a mild to moderate loss which has not prohibited the normal or near normal acquisition of language. Their speech may not be perfect, but is usually intelligible. Hard of hearing individuals usually wear one or two hearing aids. They may or may not use fingerspelling/sign language. They may not have received special training in classes for the deaf. They may be prelingually or post-lingually hearing impaired. Their academic achievement will be dependent upon the same variables as their normally hearing or deaf counterparts.

The label "deaf" refers to those persons with severe/profound hearing losses. Even with hearing aids speech is not clearly intelligible to them. They will usually communicate by using Total Communication, but not always. They have probably been educated in special classes. They may be prelingually or post-lingually deaf. Language learning will have been laborious since each concept and word must have been taught directly.

Because language is the most essential tool used to acquire an education, the severity of the language handicap, usually based on the degree of hearing loss and the age of onset, is directly related to academic achievement. The less the hearing loss, the less the language handicap and the better the academic achievement the person will have.

Methods used to teach and communicate with hearing impaired persons may be dependent upon the severity of the hearing loss and whether the person has been hearing impaired since birth (prelingually) or has lost his hearing after language had been acquired. Most Texas educational programs use the Total Communication method, which means that language is received and expressed using a

combination of fingerspelling, sign language, speech, use of residual hearing with amplification, and lipreading.

Academic performance may be related to communication ability in the same way that reading and cognitive processing are dependent upon language facility. Statistics demonstrate that most hearing impaired high school graduates have a reading achievement level of fourth grade or less. It is important to note that the same range of intellectual capability exists in the hearing impaired population as exists in the "normal" population.

By having a better understanding of hearing loss and its implication, the teacher will be able to use the skills he already has in a manner appropriate to the hearing impaired individual just as he uses those skills with <u>any other student</u>. Individualization and self-pacing may prove most effective for the hearing impaired student. For more information regarding how we hear, types and degrees of hearing loss, and hearing aids, please see "Orientation to Hearing Impairment" in the appendix.

At intake, it may be assumed that the ABE setting is appropriate for the hearing impaired individual if some connected language is evidenced either verbally, in writing, or through an interpreter. However, an adult with little or no language beyond the single word naming stage might better be served in a setting with trained teachers of the deaf until some connected language is acquired or until American Sign Language can be used to communicate. As far-fetched as it seems, there are adults who have absolutely NO communication system in place -- not ASL, not English, not Spanish, not even repetitive meaningful gestures. The adult without a standardized communication system

may need to be referred to one of the agencies listed in the appendix. If referring to or requesting assistance from Regional Day School Programs for the deaf, bear in mind that their clients are children and it is with children they have developed their expertise.

However, the business of adult education is adults. If a hearing impaired adult requests an interpreter, every effort should be made to provide one, but an interpreter should not be imposed on an adult who does not desire one. An adult who decides to function on his own with only the help of the teacher should have his wishes respected since the student is an adult and not a child. The important factor remains the degree to which the student and teacher are able to communicate effectively either with or without an interpreter.

Adaptations and modifications in materials, class setting, and teaching strategies may be required to facilitate communication. Adaptations are discussed in other parts of this handbook.

You, the teacher, may feel somewhat nervous or anxious when confronted with a hearing impaired person for the first time. You have probably experienced the same feelings to a greater or lesser degree when you were first faced with some other new student. Remember that it is all right to feel the way you do. But, also remember that the reason that you feel somewhat anxious is that you have little or no experience with the hearing impaired. Remember that they are people and hearing impairment is the physical handicap that they have. Just as you have learned to deal with the immigrants or the dyslexic student, you will learn to deal with the hearing impaired student and his individual needs and capabilities.

The hearing impaired adult will probably not begin his learning experience in an ABE class with the concept that he has power over his own learning. He will not realize that learning is his responsibility and that the application or use of what he learns is also his responsibility. He may not know that the teacher's role is as a facilitator of learning. These same characterisitics are probably true of many of your other students.

The hearing impaired student, like any other student, will take his cue from the teacher and the atmosphere within the classroom. When the teacher makes the effort to attempt communication with the hearing impaired student, that student will be encouraged to respond. Like students who are not native English speakers, the hearing impaired student will lack confidence in his ability to control the linguistic and cultural aspects of real life situations.

It is not uncommon to find a moderately hearing impaired adult with minimal communication competency; nor is it uncommon to find a severely hearing impaired adult who does communicate competently. Not all hearing impaired adults communicate by using sign language, and some who can sign have learned not to rely on sign language to communicate since their employers, store clerks, bankers, filling station attendants, etc. are unable to communicate with them in sign language. There are moderately impaired adults who have never learned sign language at all.

Those hearing impaired adults who rely on sign language may use American Sign Language. American Sign Language is a language as independent of English as any foreign language. English is a second language to the deaf who use American Sign Language. For example, "I agree with you." is signed "Think

me I am you." in ASL. Adults who use Total Communication may have less difficulty with language due to their improved understanding of English syntax.

For an ASL adult, the interpreter translates into American Sign Language the information received from the teacher in English. When the student comments in American Sign Language, the interpreter "interprets" this information to the teacher in English. It should be cautioned that the addition of an interpreter to the class setting does not automatically insure understanding on the part of the student, but it can facilitate the learning process when that is the preferred mode of the student. As for any other person who does not speak English, the teacher may need to clarify meanings to promote understanding. The adult learner should be allowed to decide whether it is best to write notes, use an interpreter if one is available, or rely on his own skills together with the cooperation and efforts of the teacher.

** Hints for working with the hearing impaired without the use of an interpreter:

1. The speaker should speak normally and clearly in complete, brief sentences.
2. Single words should not be used in place of short sentences.
3. The speaker should be at a distance of three to six feet from the students and should remain stationary, facing the students.
4. The light should be on the speaker's face, not at his back.
5. Care should be taken to avoid putting hands or papers or other objects in front of or in the speaker's mouth.
6. Solid colored clothing should be worn.
7. The speaker should have the attention of the hearing impaired person before beginning to speak. To get the student's attention, a light touch on the hand or arm is sufficient, but try not to startle the students.
8. It is important to use a normal voice. Speaking loudly will serve no useful purpose. Exaggeration causes difficulty for the lipreader. It is all right to slow down the rate of speech, but not to exaggerate. To clarify a concept, it should be rephrased, not restated. The use of a different word for a misunderstood word is much more beneficial than using the same word over and over. If a word, phrase, or sentence is not understood the first time, it is unlikely that more repetition will provide any other information.
9. Writing down critical information is important.

10. The use of as many visual clues as possible is strongly advised. Visual clues may include pictures, diagrams, dramatizations, etc.
11. The teacher's body language and facial expressions are visual clues from which the hearing impaired adult gains a great deal of information.
12. In a class which is conducted as a group with the teacher as information giver, the student may require an interpreter, if one is available.
13. Another student to act as note-taker may also be required. Whether the learner is relying on lipreading or an interpreter, he will not be able to take notes while he is concentrating on the teacher. A student notetaker or copies of the teacher's notes will help. Please see number 23.
14. The teacher will need to provide specialized vocabulary lists for the hearing impaired student, preferably in advance of the use of the words in class.
15. The content of the lesson should be written in outline form on an overhead projector or on the blackboard as the class is taught.
16. It may be necessary for the teacher to have flexible expectations for the hearing impaired adult's written work. Dependent upon the student's present level or educational goals, the teacher may be able to accept a sentence which is not grammatically correct.
17. Another adaptation the teacher may wish to make is to incorporate physical activities or breaks into the lecture situation. Both the

hearing impaired student and the interpreter, if one is present, will benefit.

18. Encourage the hearing impaired student to ask questions by providing a non-threatening environment. Ask the student questions to ascertain that he understands. The student may nod in agreement even when he does not understand.

19. Each ABE teacher is urged to contact a professional in the education of the deaf for answers to questions. It is highly recommended that the teacher take time to visit a high school class in a regional day school program. By seeing all the things the deaf student can do, the ABE teacher will more readily realize the capabilities of the hearing impaired adults in his class. Refer to the appendix for a comprehensive list of contact persons including regional day school classes for the deaf.

20. Reduce the noise level in the room to enhance the hearing impaired student's use of residual hearing.

21. Use preview questions to clue the students. This technique will help all students. The preview questions may be on a handout so the student can write the answers under the questions. Questions may also be written on the overhead or on the board.

22. Questions should be concise and simply stated. They should reflect the teacher's intended emphasis. They should be listed in the order the teacher intends to follow. There should be no more than ten per lesson. They may be open ended or multiple choice.

FOR EXAMPLE:

The subject of today's lesson is locating the main idea of a paragraph.

Where is the main idea usually stated?

In paragraph one, there are two underlined sentences.

Which one is the main idea?

23. While some ABE programs will follow the class presentation format, others will be self-paced and individualized in a learning center. Because of the problems inherent in class lecture presentations, the learning center model is recommended where feasible. The learning center model facilitates open entry/open exit. It allows for self-paced, individualized instruction. It provides a means for meeting the broad range of needs of members of the class. It de-emphasizes differences in individuals. In this type of program the hearing impaired student may feel less isolated since each student is working independently. Communications may be facilitated. The same considerations previously noted will still be important.

SUGGESTIONS FOR PEER PAIRING

Regardless of whether the Adult Basic Education classes are conducted as teacher-directed learning or as learning centers with self-paced instruction, it would be helpful to the hearing impaired student to be paired with a hearing student. The hearing student may serve as notetaker. He may provide other assistance as well. For example, he may gently touch the hearing impaired student to direct his attention to the teacher or to another member of the class who is speaking. He might be able to quietly clarify or expand teacher imparted directions or information for the hearing impaired student. The peer would, in essence, serve as the ears of the hearing impaired student.

Some of the benefits of peer pairing may not be clearly obvious. One of the benefits will be the establishment of a rapport or bond between the two students. As a result, the hearing impaired student will feel more secure and the peer assistant will feel positive self-esteem. Because of increased practice in communication, communication competence between the two students will increase. The peer assistant can provide a communication link between the teacher, the hearing impaired student and the other students. He would function as a communication facilitator for all involved.

The following list of suggestions are intended as a guideline. It is probably not possible, nor is it necessary, that the peer assistant have all of the listed qualities, but it is essential that a rapport be established. The hearing impaired student should be included in the selection process.

SELECTION OF PEER ASSISTANTS

If the hearing impaired student already knows other class members, the student could choose a peer assistant with teacher approval.

The teacher could choose a student who appears to have good communication skills and no obvious speech difficulties or distracting characteristics. The hearing impaired student can tell the teacher whether the assistant is easy or difficult to lipread.

The teacher could choose a student with good people skills.

The teacher could choose a student with good academic capability or potential.

The teacher could choose a student who seems to be responsive to the needs of another individual.

The teacher should acknowledge the hearing impaired student's right for a change in peer assistants.

AN INTERPRETER IN THE CLASSROOM By: Lucy Koehl

In order to work effectively with a sign language interpreter in the classroom, it is important to understand the need for an interpreter. Before this can be accomplished, you must first have some understanding of the communication handicap caused by deafness.

Imagine yourself in a virtually soundproof, glass booth in Japan (or some foreign land where you do not know the language). Outside this booth stands a non-English speaking Japanese man. This man will attempt to teach you to speak, lipread, read, and write the Japanese language -- which, you will remember -- you are unable to hear. How long would it take you to learn? How proficient could you become? This is the communication handicap faced by hearing impaired people each day of their lives.

The interpreter serves as a "communication bridge" between the hearing impaired student and the teacher. The interpreter's primary function is to interpret for <u>both</u> the teacher and the student, as well as other students in the class. Each person, in this learning situation, has certain responsibilities. The following outlines the responsibilities of the teacher, the interpreter, and the deaf student.

TEACHER'S RESPONSIBILITIES

The teacher will take responsibility for all the students in the classroom.

The hearing impaired student is not the interpreter's responsibility. He/she is <u>your</u> student. If the student is having difficulty keeping up, find out why and what you can do to help.

The teacher will take responsibility for controlling behavior problems that may arise in the classroom.

If the hearing impaired student falls asleep during your lecture it is your decision whether to awaken the student.

Give the student a handout showing course requirements, grade requirements, and other pertinent information.

Important daily information should be written on the blackboard.

Hearing impaired students need the reinforcement of seeing the homework or reading assignment on the blackboard and writing it down.

Face the class when talking in order for hearing impaired students who depend on lipreading to understand you.

When you move around too much or talk as you write on the blackboard, the students miss much of your lecture information.

When students need notetaking services, make arrangements with one of your better students to give notes to your hearing impaired students.

Carbon copies or xerox copies of notes could be supplied. A copy of the teacher's notes could be provided if good class notes cannot be obtained from hearing students.

Hearing impaired students cannot watch the interpreter and write notes at the same time.

Direct questions to the student, not the interpreter; and be willing to reword your question if the student doesn't understand.

Don't tell your interpreter, "Ask him . . ." Speak directly to the student.

Maintain control during class discussions.

Be sure hearing impaired students have an opportunity to express ideas. Make sure only one person speaks at a time. If possible, arrange students in a circle so that hearing impaired students can see clearly who is speaking.

Inform the interpreter when films will be shown and obtain light for the interpreter.

The interpreter can assist you in finding the best way to set up lighting in order for the student to be able to see both the film and the interpreter.

Know the responsibilities of the interpreter and the hearing impaired student as well as those of the teacher.

INTERPRETER'S RESPONSIBILITIES

Your primary function is to interpret for the hearing impaired student, the teacher, and other students who are in the presence of the hearing impaired student.

Try to arrive a few minutes early for each class.

> This will allow the students an opportunity to bring up any questions or problems before class begins. You may, then, decide if it could be brought up in class or should wait for a private conference with the teacher.

The interpreter and the teacher will agree on how long the interpreter should wait for the hearing impaired students to arrive.

> Normally, the interpreter waits for 15 minutes for a 1-hour class, 30 minutes for a 3-hour class. If the student has not arrived within this time, the interpreter may leave and will be paid for the full class time.

Become familiar with the vocabulary and learn the vocabulary signs, in order to interpret effectively.

> Reading assignments ahead of time will help in learning terminology before it is used in the classroom.

Keeping in mind that the student has a choice in where to sit, unless the teacher has assigned seating, suggest the best place for both the student and yourself.

> Suggest a place that has proper lighting where the light will not shine in the student's eyes and where the student can see the teacher, you, and the media.

Abide by the Code of Ethics or Standards of Ethical Behavior adopted by interpreter organizations and by the Texas Commission for the Deaf (TCD) certified interpreters.

> If you are not certified, or require clarification of the "Codes" you should request information from TCD. These standards for ethical behavior are:

Interpreter/transliterator shall keep all assignment-related information strictly confidential;

Interpreter/transliterator shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve;

Interpreter/transliterator shall not counsel, advise, or interject personal opinions;

Interpreter/transliterator shall accept assignments using discretion with regard to skills, setting,and the consumers involved;

Interpreter/transliterator shall request compensation for services in a professional and judicious manner;

Interpreter/transliterator shall function in a manner appropriate to the situation;

Interpreter/transliterator shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

Interpreter/transliterator shall strive to maintain high professional standards in compliance with the Standards of Ethical Behavior.

A professional interpreter should maintain professional dress, attitude, and manner.

Clothing should be appropriate for classroom wear and should not be such that it would cause embarrassment to the hearing impaired student or teacher.

Discuss any problems that relate to the class or classroom activities with the teacher.

Be aware of the teacher's and the student's responsibilities as well as the responsibilities of the interpreter.

STUDENT'S RESPONSIBILITIES

Be prepared for class.

Do reading assignments and homework before class. Find out the meaning of words you don't understand. Do this by looking words

up in the dictionary, or by asking the teacher.

Inform the school and your interpreter if you are unable to go to class.

If you don't let the teacher and interpreter know, you will waste the interpreter's time, and cost the school money.

It is your responsibility to find out what you missed when you are absent.

Your interpreter is not responsible for telling you what you missed.

Arrive early to get a seat where you can see the teacher, the interpreter, and the media.

Inform the teacher if you have problems seeing any of these.

Ask the teacher for assistance in getting class notes.

If your notes are not good and you need another notetaker, tell the teacher.

Always bring paper and pencil to class.

You may need to write down homework assignments or other important information.

Ask the teacher to repeat if you do not understand.

If the teacher repeats and you still don't understand, ask the interpreter to set up a meeting after class to talk with the teacher privately.

If you have trouble understanding the interpreter, talk with the interpreter after class about it.

In a nice way, tell the interpreter what is wrong and try to be helpful. Show signs you know that the interpreter doesn't know, etc. If problems persist, ask the agency who hired the interpreter to find another.

Learn the responsibilities of the teacher, the interpreter, and your responsibilities.

These responsibilities are further detailed in Principles of Interpreting, a comic book published by the National Technical Institute for the Deaf. Welcome to the Quiet Life; An Orientation Manual for Teachers (and Trainers of Teachers) of Deaf Adults, published by Gallaudet College is another excellent book that details these responsibilities.

SUGGESTIONS FOR LOCATING AND IDENTIFYING INTERPRETERS:

Certified interpreters are listed in the Registry of Interpreters available from Texas Commission for the Deaf (512-475-2492) P. O. Box 12904, Capitol Station, Austin, Texas 78711. Certified interpreters are the professionals who would be equipped to handle interpreting for class instruction. If a center on deafness is located locally or nearby, the people at the center can provide necessary information to find someone to meet the interpreting needs of both the student and the teacher. Centers for the Deaf are listed in the appendix.

When calling for an interpreter, ask for information on funding for the interpreting service. If unable to secure an interpreter through this channel, there are other people in most communities who know sign language. Resources may include: a former teacher of the deaf, a church missionary to the deaf, a Boy Scout master, a speech/language therapist, a relative of a deaf person, a friend of a deaf person.

The deaf student who registers for the class will probably know people who sign. If he needs and wants an interpreter, he is the most obvious resource. Ask the student for a list of names and phone numbers and contact those on the list.

The local independent school district has a person in charge of special education. Contact the Director of Special Education and ask them to canvas their employees. Possibilities include speech/language therapists, teachers and parents of the deaf, and teacher aides working with deaf children.

Not infrequently sign language is offered within the Continuing

Education Department. The Continuing Education Department could provide names of teachers of sign language classes, both past and present.

Churches often have members who, for whatever reasons, have learned to sign. The ABE director could simply ask that a notice be included in the weekly bulletin and/or newsletter.

The local Scout organizations are another resource which may prove fruitful. Other civic organizations who meet on a regular basis might be helpful.

In a college town, a notice should be placed on the bulletin board in the student center. The need should also be made known in the college newspaper.

An ad in the local newspaper should bring forth additional possibilities.

The following sample notice can be used as a guideline for any or all of these sources.

SAMPLE NOTICE

SIGN LANGUAGE INTERPRETER
NEEDED

for ABE class on
Tuesdays and Thursdays
from 6:00-9:00 p.m.

CONTACT: _____ at _____
(name) (address and phone #)

MOTIVATION

Because the motivation techniques used in adult education are essential to the growth of the hearing impaired, this section reviews good methods and techniques used by teachers who want to stimulate learning by their relationship with and response to the student, and who want to encourage self-motivating behaviors on the part of the student. There are some small accommodations to be made for the hearing-impaired.

Learners are influenced by their concept of themselves and are motivated by both internal and external forces. A stimulating teacher is one who facilitates learning by providing the means -- including knowledge and skills in a climate of acceptance -- of improving the student's self-concept. By recognizing the adult's desire to learn and by helping him to focus on educational tasks while acknowledging his responsibility for learning, the teacher becomes a facilitator The teacher serves as a resource for students as they make decisions about their learning and moves toward their own personal goals, at their own pace, evaluating their own progress and fulfilling their own needs.

Adults in ABE classes can be characterized as possessing many qualities of motivated learners. They are aware and concerned about their need to learn and as such are self-motivated. However, they may be overly anxious about their capability to learn or they may have outside pressures from work, finances, or family. They may have met with failure in prior educational experiences. They often have to deal with transportation problems and may not have the support of their families. These external factors influence the learning process. In addition, the hearing impaired adult may have communication difficulties which leave him isolated from peers and frustrated. Motivation and reinforcement

techniques which work well with any student will probably be effective with the hearing impaired student. However, some of the subtle clues of approval teachers consciously and unconsciously give may be lost to the hearing impaired. The phrase "Good job!" can be said in many intonational patterns. Try it for yourself in front of a mirror. Can you say it at least eight different ways? You notice that not only does your intonation change (how it sounds) but so do your facial expressions and perhaps even your upper body positions. The hearing impaired adult will recognize the non-verbal differences, the look in your eyes and the way your body is held, but he may not be able to hear the changes in your voice. You should, therefore, be more aware than usual of your body language.

If the teacher accepts the premise of teacher as facilitator, the student will be more likely to perceive the class situations as a place which allows him to meet his need to develop in all human aspects. Many ABE teachers have shared with a student the experience of learning to read, really read, for the first time. The visible change in the new reader has to do with the very real sense of accomplishment and the increased level of self-esteem--the pride and the joy the new reader experiences.

The teacher as facilitator in an ABE classroom capitalizes on the self-initiated or internal motivation of the student. The teacher facilitates the cognitive accumulation of a certain body of knowledge which is relevant for the student because as an adult he knows <u>why</u> he has to <u>know</u>. The successful facilitator as a matter of course makes comments such as: "We'll practice these words so you will be able to recognize them in your reading." Or, "You will need to be able to add so that when you get to two digit multiplication, you will be

able to do it."

The key for motivating the student to succeed is to be certain that he sees that each small success is a step toward attainment of a larger goal. It's important to actually point out to students how each bit of knowledge they master fits in to the bigger scheme of things. It's fallacious to assume that even though adults are adults, they know why they are learning specific skills. It's an excellent motivator to share the reasons with them and to point out the meaning or relevancy of their success at each step along the way.

It is important to bear in mind that the adult in the ABE classroom may not have been successful in his previous learning experiences. It may even be necessary to show the student how to learn as well as to assure him that he <u>can</u> learn. Making him responsible for his own learning is one of the reasons adults who have not previously been successful learners seem so suddenly "capable" in an ABE setting. The adult learner is assumed to be the decision maker in the learning process. He has decided to come to the learning center acknowledging his need to learn. He is given options as to where he wants to begin.

TYPICAL GED TEACHER: "These are your scores on the practice test. These are the areas in which you need practice...Where would you like to begin--?"

TYPICAL GED STUDENT'S RESPONSE: "I wasn't very good in math in school, so I would like to start with that."

The student thusly involved will be

more likely to assume responsibility for his learning because he has been actively involved in the decision making process. Then, as he meets with success at each sequential step, and as the teacher points out the success and its relevence in the whole sequence of learning, the student is aware of his progress toward his goal.

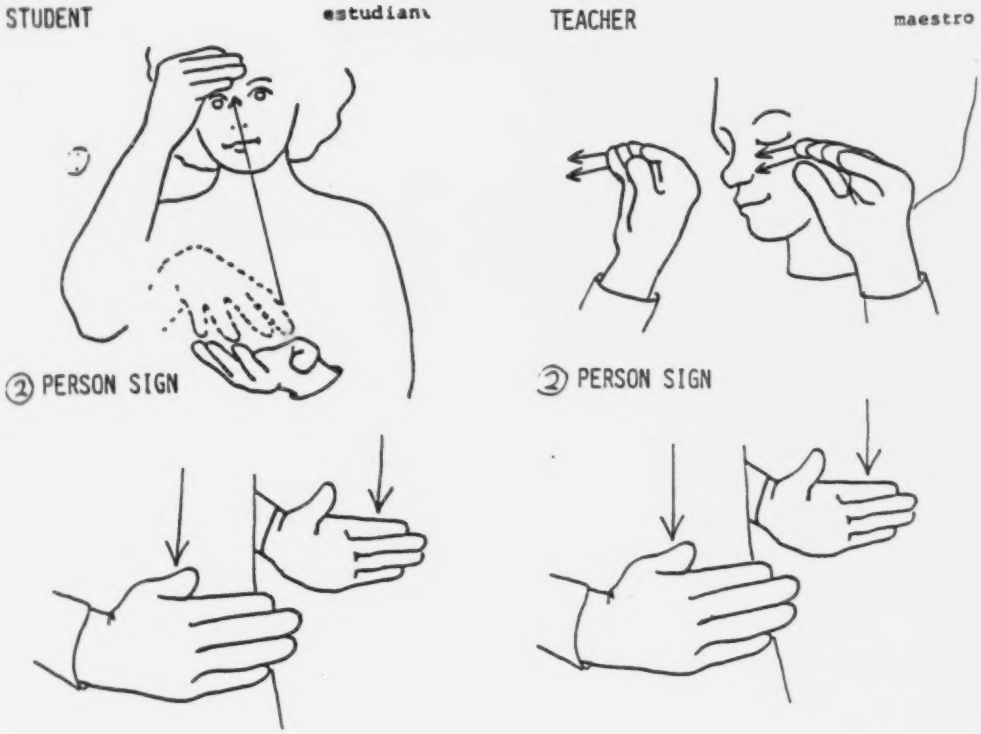
One of the best motivators is goal setting. As with any adult it is important to establish the hearing impaired adult's learning goal so that appropriate learning experiences can be provided. By establishing the reason behind the adult's need to know, the teacher can become a more effective partner in the student's education. In clarifying the student's educational goal, the student and the teacher can determine a meaningful course for learning. As each step toward the goal is completed, the teacher must be sure the student is aware that progress is being made and the relevance of the progress. The teacher should reinforce the student at each step. The student must be aware of his successes!

GOOD bueno

GOAL SETTING

A goal setting worksheet would be a good means for the student to clarify his reasons for attending class and to reinforce his daily progress. If the student will train himself to note his accomplishments and to plan for them, he will maintain a higher degree of internal motivation.

If the following Goal Setting Sheet seems too long for some ABE students, adapt it by using "Write Today's Goal", or just use the "Complete These Sentences" section, or simply verbally ask the student to tell you his goal prior to beginning work and then ask him if he accomplished his goal as he leaves.



GOAL SETTING

Write your three year goal._____

_____

Write your one year goal._____

_____

Write your four month goal._____

_____

Write your one month goal._____

_____

WRITE TODAY'S GOAL._____

_____

What did you learn today?_____

Did you achieve today's goal?_____

What will you need to do tomorrow for this week's goal?_____

_____

What could you have done better?_____

_____

COMPLETE THESE SENTENCES:

Today I did a good job of _____

_____ and _____.

When I get home, I will spend _____ minutes just for me.

Before the end of today, I will have done _____

_____

_____ to meet my goal for today.

While the student is responsible for his own learning, it is the teacher's responsibility to:

Be supportive.

Be sincere.

Be aware of the student's long-term goal when helping the student set short-term goals. Long-term and short-term goals must be obviously relevant.

Be sure the class atmosphere is accepting of individual differences.

Be sure the class atmosphere is conducive for the hearing impaired student's learning -- not too noisy, properly lighted, arranged for maximum visual contact.

Be sure the student is aware of the progress he is making.

Characteristically, a motivating teacher:

is enthusiastic, flexible, caring,

demonstrates awareness of each individual's worth,

makes learning tasks relevant to the student's life needs,

encourages participation in planning for learning,

makes materials and resources meet the student's present level of functioning,

sets short-term, realistic tasks which are sequential for maximum learning,

is patient, understanding, adaptable, creative,

uses verbal and non-verbal reinforcement genuinely and frequently, such as smiling, nodding, making direct eye contact, patting student's arm, signaling thumbs up or O.K., winking.

THE ASSESSMENT OF HEARING IMPAIRED STUDENTS:

All teachers have their own formal and informal means of assessing new students. It is important that the teacher use whatever means of assessment he feels comfortable using. The critical aspect is that some sort of assessment be used to give the teacher an idea of the student's present level of functioning. If the student can easily complete the form, it is recommended that he be given the customary type of assessment.

If, however, the student is unable to complete the registration form or if the student tells the teacher that he can't read or that he can't write, an informal assessment may be conducted through a verbal or written conversation or through the use of an interpreter.

Just as it is important to ascertain the student's present level of functioning prior to prescribing a learning program, it is equally as important not to frighten away the student who is uncomfortable with formal tests. Bear in mind that adults may have a built-up fear of failure in formal school activities, especially testing.

SOME AVAILABLE ASSESSMENT TOOLS

If the assessment materials currently in use in your center do not seem effective with your hearing impaired students, you might consider any of the following. Keep in mind that there may be difficulty in helping the student understand what is required of him.

The Developing Adult Reading in Texas (DART) (available from TRENDS and from most co-op directors) series has a text on diagnosis of reading levels which explains that process in a straightforward and step by step manner. On page 18 is a chart of group and individual tests which shows names of tests, grade levels, and skills tested. On page 19 and 20 a procedure for informal testing is described and is followed on pages 21-28 by an informal reading diagnosis.

The Texas A & I University ESL Placement-Oral Assessment found in the Adult Education ESL Teachers Guide by C. Ray Graham & Mark M. Walsh is also available from TRENDS. The Oral Assessment will give teachers an idea of the ability of their students to respond to questions. An interpreter should be used if needed. The ESL Placement Literacy Assessment is also available from TRENDS.

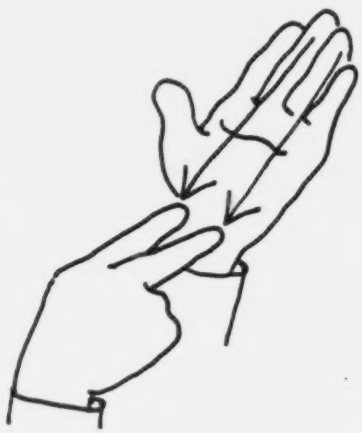
READ - Reading Evaluation Adult Diagnosis - published by the Literacy Volunteers of America, Inc. may be obtained from TRENDS. It is an excellent source of informal reading assessments. On page 63 and the following pages is an excellent description of how to use test results.

"An Annotated Bibliography of Books and Materials for Adult Basic Education Classes with Deaf Adults" by Harry Olsen, published by Gallaudet College is available from TRENDS.

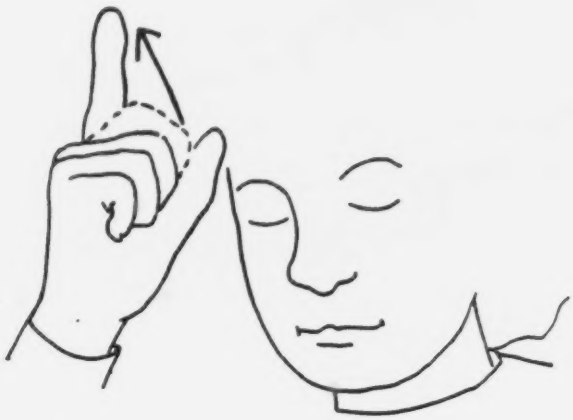
The quick writing assessment which follows would be one means of assessing

both verbal and written proficiency. It also will indicate whether the student can read and understand the questions.

READ leer



UNDERSTAND entender



WRITING ASSESSMENT

Write the answers to these questions in complete sentences. You should answer as many of the questions as you can. If you do not understand the question, leave it blank and we will talk about it. You have 15 minutes to complete your answers.

1. What is your name?
2. Are you married? What is your wife's name?
3. Do you have children? What are your children's names?
4. Do you have a job?
5. What do you do?
6. Where do you work?
7. How long have you worked there?
8. Where did you go to school?
9. Did you graduate? If so, when?
10. Were you born with a hearing loss? If not, how did you lose your hearing?
11. What do you want to learn here?
12. Why do you want to learn here?
13. How will what you learn here help you?
14. Do you have lots of friends?
15. Are your family and friends mostly hearing or mostly hearing impaired?
16. Do you enjoy reading? If so, what do you read?
17. What is the one, most important thing you can tell me about yourself?
18. Do you think you will need an interpreter?

    If so, do you know how to contact an interpreter?

The elements addressed in the directions and in the questions call for the student to understand written language structures of increasing difficulty and progress from concrete to more abstract. A time limit is needed to prevent the student from becoming overly frustrated if he is not able to complete the task. The students' answers to questions 1-9 call for straightforward facts. The answer to number 10 seems factual, but may indicate some of the student's feelings about his hearing loss. For example, the answer "I was born deaf" will tell you that the student has benefitted from the educational system since he has made it to that point in the questions and is responding in complete sentences. The answer "I lost my hearing in an accident on my job" tells you that the hearing loss should not be as much of an educational difficulty once communication (through speechreading and/or signs) has been reestablished. If the student requires hearing aids or lipreading instruction to reestablish his communication ability, referral agencies are listed in the appendix.

The student's answers to questions 11-13 can be the first step in setting goals. The teacher will want to ask the same questions in the oral interview which will follow the written part of assessment. An interpreter may be needed.

Questions 14 and 15 will give you information about the student's self concept and adjustment to his loss of hearing. If the student says his family and friends are deaf, you will be aware that he probably communicates in sign language most of the time and will most likely require an interpreter. See question #18.

The answer to question 16 will let you know both the student's attitude and probable proficiency in reading. The answers to question 17 will provide information that will help in motivating the student and also indicate the

student's ability to use critical thinking skills.

After the student has completed as much as possible of the written portion, his answers should be discussed with him to ascertain the extent of communication difficulties.

In assessing the student, remain aware of the language difficulty of the hearing impaired. Even the mildly hearing impaired often have great difficulty with written language. Their spoken language may be readily understood, but their written language may be disjointed or incomplete. The severely hearing impaired are likely thinking and using the "foreign" language of ASL. Even with normal intelligence, the language of the hearing impaired will probably be on a level far below normal.

The formal assessment most often used with the hearing impaired is the Stanford Achievement Test Level 4. It consists of eleven tests to measure academic achievement and is designed specifically for the hearing impaired. It may be obtained from:

OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE
WASHINGTON, D. C. 20002
PHONE: (202) 651-5000

ADAPTING MATERIALS

Budget limitations are the universal truth that make adaptation of whatever materials are already available a necessary skill for all teachers. Teachers of adults who are functioning on low language levels are often faced with the additional problem of searching for "high interest", "low vocabulary" types of materials. Unfortunately many of the commercially available materials fail to meet individual student needs. So what must we do? We have to adapt whatever we can find.

There are several basic methods of adapting materials for the needs of hearing impaired adults. After ascertaining the student's need and present level of functioning, first address the directions/instructions. Following either verbal or written directions is a skill in and of itself. Directions should be:

Short simple sentences said/or written in the order in which they are to be performed. For example: Look at the picture. Read the title. Read the paragraph. Answer the questions.

If the student is unable to locate the answers to questions, the teacher may highlight the words which would answer the questions. Highlighting is an excellent adaptation technique but should be used sparingly. Overuse decreases its effectiveness.

Another adaptation which may be effective is changing the spacing on a page. Students with any type of learning difficulty may be overwhelmed by too many words cluttering a page. Workbook type pages may be cut apart to make them less cluttered. Pages in a book might have to be retyped with larger type and fewer words to the page. Paragraphs should be short and the content should be limited to one topic. Paper or cardboard strips of varying sizes can be used to cover up the clutter of a page and focus attention on one part at a time.

It is helpful to vary the learning activities and the way instruction is presented. It may be possible to use demonstrations, filmstrips, pictures, or other visual means as opposed to book or worksheet.

An outline of key words can be used to direct students through an activity. It is not necessary that the key word outline be in absolutely correct outline format.

SAMPLE STORY:

> "The little boy had a red wagon. He put a toy truck in the wagon. He pulled the wagon up the hill. When he was almost to the top, he fell down. The wagon began rolling back down the hill. The toy truck fell out of the wagon. The wagon crashed into a fence at the bottom of the hill. When the boy reached the wagon, there was no toy truck. The poor little boy began to cry."

SAMPLE OUTLINE:

boy

wagon

toy truck

up the hill

fell down

wagon rolled down

wagon crashed

truck lost

boy cried

An outline such as this will serve as cues to key words and the sequence of the story.

Questions can also be used to guide the reading as well as to check for comprehension.

What did the boy pull?

Where did the boy pull the wagon?

What did the boy put in the wagon?

Why did the wagon roll down the hill?

What happened to the toy truck?

How did the boy feel?

What should the little boy do next?

Do you think he can find the toy truck?

Note that the last three questions require the student to interact with the content of the story and make inferences. These types of question should be

used from the onset of instruction.

Students who are unable to understand the story by reading it may require dramatization of the story; some may require an interpreter.

Another important method of adaptation is the pre-teaching of vocabulary. The teacher selects vocabulary which may present problems and makes certain that the meanings are known by the student in advance of reading it in the story. The use of dictionaries may not be the best way to have the students learn word meanings. The teacher's definition or synonym may be more readily understood. Using the word in a simple sentence is advised. Pictures are always extremely helpful.

EFFECTIVE METHODS AND MATERIALS

Research is showing that student's are more successful when older hearing impaired students (mild to profound) are presented with written information regardless of their communication mode (auditory-oral, ASL, signed English, or Total Communication). (Galth, 1967; Gates, 1970; White and Stevens, 1975; Stuckless and Pollard, 1977). However, the presentation of information in writing should be in the context of a several sentence story. In life it is rare that one encounters an isolated word. Even the word"stop" on a stop sign is within the context of street, intersection, and a sign shape. (Rosenstein and MacGinitie, 1969). Isolated vocabulary study is a more difficult task than reading in context. (Goodman, 1965). Reading involves a linguistic base which involves contextual inference (a cognitive skill), (Barclay and Franks, 1972). Materials which rely on a print format will reduce the teacher's need for sign language and/or interpreters.

Since there are few materials available which provide linguistically controlled experiential context, it may be necessary to develop materials. Undereducated hearing impaired adults using materials which allow practice for development of all language aspects will be better prepared to take advantage of educational and occupational opportunities. (La Sasso, 1978; Quigley and Kretschmer, 1982).

It will be necessary to focus on conversational skill practice to increase facility with pragmatics (the function or purpose of language). Recognition of intention is a crucial part of being able to have a meaningful communicative interaction (Ryan, 1974). It should be noted that neither conversational skill nor communication are perceived to be limited to spoken exchanges. Use of sign

language, total communication, or print are considered to be valid mediums.

TOTAL COMMUNICATION comunicación total

THE LANGUAGE EXPERIENCE APPROACH

The language experience approach is an effective method for beginning skill development in language and reading. The steps are:

1) Have the student dramatize or tell you a story which you write in very simple language. It may help to allow the student to draw or select pictures (from encyclopedias, magazines, or other books) to clarify his meaning. The student may not be able to "tell" you the story in complete sentences, so the teacher may have to provide the syntax.

2) The student reads/signs his dictated story.

3) If he is capable of it he should copy the story; he then practices reading/signing from his own written version.

4) This process should be repeated as many times as necessary. In writing what the student says, the teacher should attend to SIMPLE sentences and controlling the vocabulary as much as possible. Passive verbs and reflexive pronouns, for example, are discouraged at the beginning level.

5) Use pictures to stimulate the student to dictate a story and then follow the above procedure.

6) Have the student write an original story using the stories previously written for reference with the teacher's or peer tutor's assistance. He practices reading/signing the story.

7) The student writes a story without any assistance. He reads the story to the teacher.

8) He begins reading in simple books.

PICTURE DESCRIPTIONS

"Story" pictures provide a means for stimulating reading and writing practice. The procedure recommended is:

1. Show the student the picture and discuss it.
2. Ask the student to write a story about the picture.
3. With the student, rewrite the story and correct mistakes.
   Avoid Red Pen Corrections.
4. Ask the student to copy the corrected story.
5. Have the student read the story to the teacher or peer.
6. Present another picture.

Before allowing the student to begin writing, review the previous mistakes and corrections. Repeat activities from number 1. Please refer to the video tape for typical writing samples and an explanation for their correction and use as a teaching tool.

Picture Descriptions

What is this? _____

How many candles are there?_____

What kind of cake is it?_____

What's your favorite kind of cake?

_____

What is this? _____

Where is it?_____

Is it big or little?_____

What is it made of?_____

Who is this man?_____

What is his job?_____

Where does he work?_____

What does the sign mean?_____

How do you think the man feels?_____

What will he say to the driver of the car?_____

What do you think the driver will say?
_____

Who is this man?_____

What is his job?_____

Where does he work?_____

What do you think he is saying?_____
_____

Would you like to have his job?_____

Write a story about this picture. name the people. Tell what they have been doing, what they are doing and what they will do next.

_____
title

_____

_____

_____

_____

_____

_____

_____

_____

_____

For a student who needs practice with sentence patterns, the following exercise could be used with the same picture.

The family is having a picnic.

who		what
The _____	is cooking	_____.
The _____	is getting	_____.
The _____	is calling	_____.

It is summer.
Father is wearing shorts.
Jane is wearing shorts.

_____.
_____.
_____.

After they eat, they will play_____.

Use these words to write sentences:
volleyball, frisbee, baseball

_____

_____

_____

Where are the men?_____

What are they doing?_____

What time of day is is?_____

What do you think they are talking about?_____

What will they do next?_____

Directions: Use your answers to the questions to write a paragraph about the picture.

_____

_____

_____

_____

_____

_____

_____

Directions: Write a story about this picture. Be sure to name the men in your story. Tell what they have been doing and what they are now doing. What do you think they will do next? Be sure to think of a title for your story.

SELECTING MATERIALS

In selecting materials the teacher must be aware of:

1) the appropriate language, reading, and learning level

2) the availability of materials

3) the student's interest

4) the student's degree of motivation

5) the relevancy to the student's life skills and occupational goals

There are numerous materials on the market, many of which are excellent. It is not the intent here to advocate the use of any particular product of any particular publisher. However, an effort has been made to review materials commonly used by ABE teachers and to suggest how they may best be used with hearing impaired adults.

Keep in mind that no two hearing impaired adults will be on the same level of learning nor will they both learn at the same rate nor in the same manner.

For language skill practice the teacher may want to use materials from the ESL class/classes. The hearing impaired adult with very low language may need to be taught vocabulary and basic sentence patterns. It may be necessary and helpful to use lots of pictures and dramatizations. Magazines are a good source of pictures but it is sometimes difficult to be certain that the student understands which thing in a cluttered picture is being labeled. He may, therefore, be learning "woman" and thinking of the woman's action. For that reason it may be better to use a clear picture of the word only. Clear, uncluttered pictures can be found in materials such as DLM's picture kit or the Peabody Kit. The classroom teacher in the public school or the director of special education in the local ISD should be able to provide an abundance of pictures ready for use.

Materials developed for Level 1 ESL students are another excellent source.

Another readily available resource is a Sign Language Book which shows the word and a picture of the sign.

A technique to increase vocabulary is to copy the pictures and to create a student vocabulary notebook or personal dictionary. It should include verbs as well as nouns. Simple sentence patterns should be used from the outset. For example, you have a notebook with pictures of nouns: car, grocery store, hamburger, milk, bread, dollar, quarter, dime, nickel, and penny. You have verb pictures showing a woman driving a car, a store checker making change for a customer, and a woman cooking. Using simple sentence patterns, you may write the following sentences beside the pictures:

The woman drove to the store.

The woman bought some hamburger.

The woman went home.

The woman cooked supper.

As you see, vocabulary is used in sentences, correct language structure is used, and sequencing is being learned. Initially the teacher should write sentences and the student should copy them. Later the student should use the patterns already developed to create his own sentences. For example - using these same pictures, the student after some practice may write:

Jane wanted some milk.

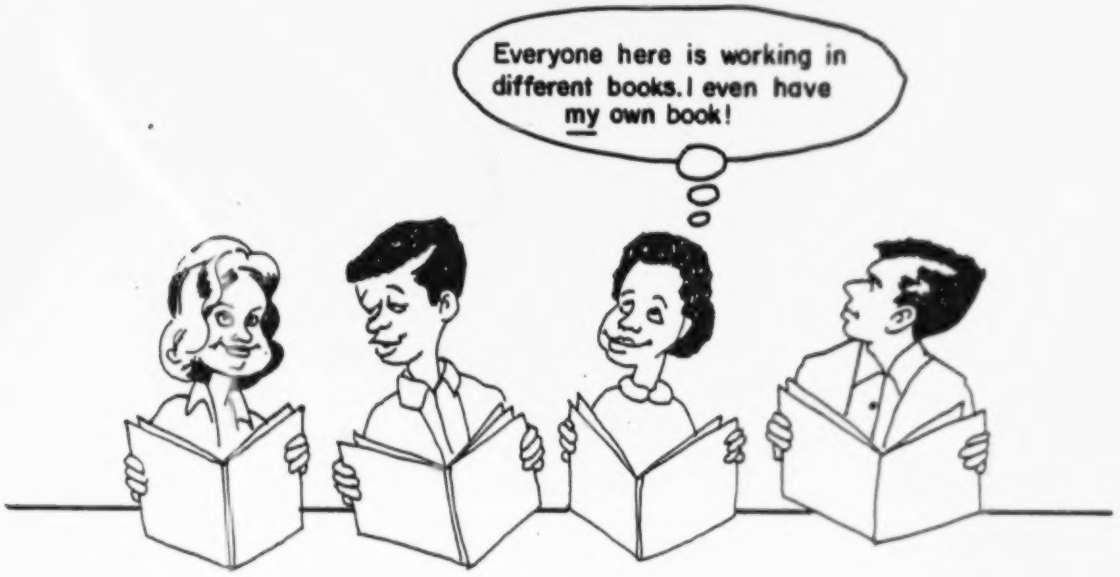
She went to the grocery store.

She bought some milk.

She went home.

She made some pudding.

There is a caution necessary in using ESL materials. Some of them are written with the goal of teaching our culture to adults from other countries. Those activities may be inappropriate for the hearing impaired adult. The solution is simple -- skip any activities which may seem inappropriate. However, many of the activities are excellent for pragmatic (functional) skill practice. You may have THE EXPERIMENT IN INTERNATIONAL LIVING, SAVE THE CHILDREN FEDERATION, INC. and World Education books called Opening Lines and Shifting Gears available from TRENDS. If so, pages 305-312 are an excellent explanation of language. In particular, pages 308-311 explain pragmatics or the purpose of language.



IN OPENING LINES UNIT 1 - "Greetings/Classroom" provide good conversational practice. On the otherhand, Unit 2 is probably not as useful for hearing impaired students.

Pages 22, 23 in Shifting Gears have an overview of language structures and everyday English. Pages 323 - 327 have excellent uncluttered pictures of tools.

It is critical to remember that it may be necessary to progress much more slowly with hearing impaired students than with ESL students. ESL students are capable of communicating their thoughts, ideas, and feelings in some spoken language, whereas hearing impaired students may be capable of communicating thoughts, ideas, and feelings in a visual language only (sign language).

Hearing impaired students may require a great deal more structure and practice than ESL students.

Elementary Composition Practice by Blanton, Newbury House Publishers provides examples of uncluttered pictures with stories to read and activities for comprehension and word usage practice. While this book would not be suitable for hearing impaired students with minimal language competency, it would be one source for practice for students with some language/reading competence. Caution: more practice will probably be necessary. The following is another way to use the pictures.

On page 23 there are 15 pictures on the theme of "Shopping". Using only the 3rd, 10th, 1st, and last pictures would provide students an opportunity to write:

John went to the drugstore. He bought shampoo. He bought soap. He bought aspirin. He bought toothpaste. He walked home. John was tired. He sat in

his chair.

Using pictures 3, 5, 7, 6, 8, 14, & 15:

Bob went to the grocery store. He pushed the grocery cart. He waited in line. He bought rice. He bought beans. He bought meat. He bought some fruit. He paid for his food. He said, "Thank you." He went home. He was tired. He sat down to rest.

The DART (Developing Adult Reading in Texas) series is available from TRENDS. In the book English as a Second Language, on pages 14, 15, and 16 is some especially helpful information.

Mastering Reading Through Reasoning by Dr. Arthur Whimbey, published by Innovative Sciences is an excellent source of practice exercises for the good reader. It focuses on the development of critical thinking skills.

Introduction to English, published by Cambridge, provides practice drills in the context of whole sentences and paragraphs. If the hearing impaired student seems capable of the work at this level, the pre-test on page 1 should be given to him as to all students. It may be advisable to begin with Unit 24 - "What is a Sentence?" and continue through Unit 27 - "Spelling". Then the beginning units may make better sense.

Contemporary's Building Basic Skills in Writing begins with practice in sentences. It is on a level similiar to Introduction to English so would be a good source of additional practice.

It is a good idea to use more than one source for practice unless the student definitely masters the concepts by using only one source.

Barnell Loft's Specific Skills Series is an excellent source of materials beginning at about the second grade level. In light of current research in reading it is advisable to begin with the appropriate level of Getting the Main Idea, Locating the Answer, Getting the Facts, Using the Context, Following Directions, and Drawing Conclusions. Although Working with Sounds may not seem appropriate for the hearing impaired adult, it is not only possible, but important for them to learn the structures of words whether or not they can verbally say them. For example, recognition of patterns in words is a skill critical to building vocabulary. However, the Working with Sounds is suggested as the final, rather than the first, book to use at any level.

The Getting the Facts books are excellent for the types of activities described under Improving Reading Fluency in this handbook.

For the more advanced student the new Skills For Reading by Scott Foresman is well-grounded in language theory. It is for grades 7-12. Another Scott Foresman book, Passing the GED Reading Skills Test is also good for higher level students.

The following is from page 123 of English the Easy Way, Western Publishing Company. It is good because of the pictures. However, the practice for the concept presented on page 123 does not begin until page 127 and includes practice for pages 123 and 124. To adapt this, it may be necessary to retype page 127 as indicated.

Use this pattern to make comparisons.

Bill is short.

John is shorter than Bill.

John is the shortest boy on the team.

_____ is _____.

_____ is _____ than _____.

_____is the_____of the three_____.

strong	heavy
1.	1.
2.	2.
3.	3.
deep	[illegible]
1.	1.
2.	2.
3.	3.
young	fast
1.	1.
2.	2.
3.	3.
fresh	old
1.	1.
2.	2.
3.	3.

Next use page 124 to teach the exceptions and provide practice with the exceptions. Then, have students do the combined practices on pages 127 and 128. While this adaptation may require some retyping, it will insure the success of students who need the task broken into smaller units than are presented in the workbook. It may even be necessary to find more practice pages for students' use.

Pages 132-138 of Sentence Construction Book 1 published by Newbury House provides a different way of practicing the same skill.

There are, of course, numerous prepared practice sheets. Any of them will serve the purpose as long as the teacher remembers that practice of the rule and its exceptions will require first separate and then mixed practice for some students.

Here is another example of adaptations using spacing. The Cambridge published Pre-GED Program in Reading Skills contains many excellent short reading passages which are well written. If the student needs more practice on finding the main idea, for example, the teacher could use strips of paper or cardboard to cover everything on the page except the story. Look at page 107. Cover everything but the story about Corky Hairston. Use these questions for guided reading:

Is Corky Hairston a farmer?

Does Corky raise cows?

Is Corky feeding his hogs corn this year?

Is Corky feeding his hogs bread this year?

The STEP Series: Structured Tasks for English Practice, which is published by

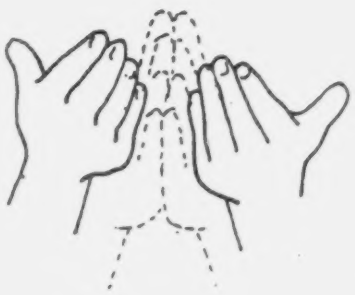
Gallaudet College in Washington, D.C. is a series of programmed workbooks designed to assist deaf adults in writing better English. The books in the series include:

Articles; Verbs: Past, Present, and Future; Nouns; Pronouns; Conjunctions; Adjectives and Linking Verbs; Adverb Clauses; Prepositional Phrases; Infinitives and Gerunds; and Writing Sentences.

The workbooks are intended to be used in conjunction with classroom lectures or for independent study. The self-instructional format provides opportunities for frequent student response, immediate feedback, and self-pacing.

The STEP Series is based on research which analyzed the errors made frequently in the writing samples of deaf adults enrolled in the Gallaudet College Adult Basic Education classes in the fall of 1974. Revisions have been made which reflect the feedback from students and teachers using the developmental version of this workbook.

BOOK libro



READING FLUENCY AND FLEXIBILITY:

Excessively slow reading rates are not conducive to adequate comprehension and often preclude understanding the whole. Flexibility of rate in reading is also essential to both fluency and comprehension. A good reader has the ability to adjust his reading rate to the type of materials being read and his purpose for reading.

For contextual information to be complete and to improve reading comprehension, fluency at a reader's functional reading level must be at least 170 words per minute. A system of three minute timings charted logarithmically has been shown to be effective in increasing reader's fluency. It is also intrinsically motivational to the student since he comptetes with only his own daily reading rate.

The first step is, of course, to establish the present level of flexibility and fluency. An adequate reader my be able to use the following questions himself. However, a peer aide or teacher will need to assist a poor reader. To establish you flexibility as a reader, answer the following questions:

1. How often do you read?
2. What do you usually read?
3. Use a newspaper to select a story in which you are interested. Read the story and write a summary (or tell me what it is about).
4. Select another story and read it as fast as you can. Write a summary or tell me what it is about.
5. Now read this story just for fun as fast as you can. (The teacher will have selected a story from RFU or Specific Skills Series or from other sources.)

6. Now read this science (or social studies) story. I will ask you three questions about the story.

7. Which story did you read the fastest?

   If the student's answer or observer's response is "I read them all the same", there is a problem with flexibility.

   Explain to the student that flexibility means the ability to adjust how fast we read according to our reading purpose.

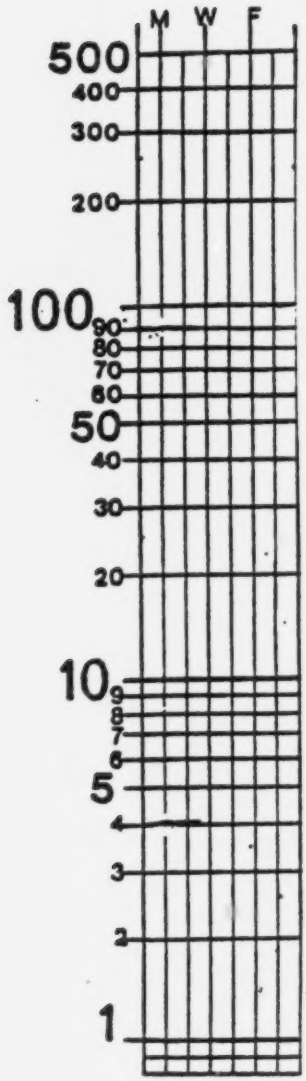
To determine the student's fluency, a sample of materials at various levels of difficulty should be provided. The number of words in each sample should be pre-counted. RFU or Getting The Facts in Specific Skills Series are good sources. The student should read the material in a one or three minute timed period. One minute is adequate for the poor reader, but three minutes should be the time period for better readers. For a three minute period, divide total number of words read by 3. Enter on the logarithmic chart the number of words read per minute. Using materials at the same reading level, structure daily practice which is timed reading. At the end of each fifteen minutes of practice do a one or three minute timing and record the number of words per minute. If all the conditions described -- daily practice and timings are met, the student' rate will improve.

There should be at least 5 questions used to check comprehension at the end of each selection. The student should not be able to answer all five of the questions correctly initially. If he does and his rate is more than 100 wpm, you need to move to reading at the next level of difficulty. If, however, the rate is 100 wpm or greater, and comprehension is fewer than 2/5, the student

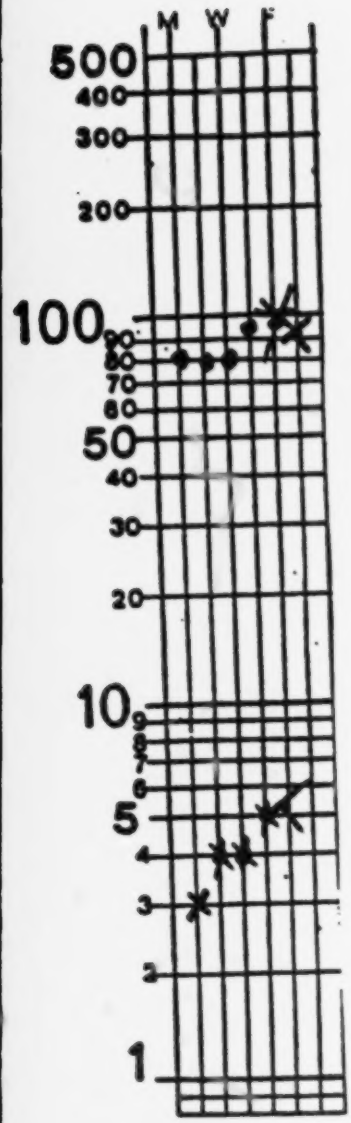
should practice maintaining the same rate while improving his comprehension.

The starting place should be less than 3 correct of the 5 questions at a rate less than 100 wpm. The number of correct responses to the comprehension questions should be scored as illustrated. The teacher and student should then agree on the student's target rate after a period of five days of timed practice. It should be at least 100 wpm and one or more correct responses. See the illustration.

The student's progress toward the target rate should be plotted daily. Charting serves as a positive reinforcer since the student can clearly see his progress. If fluency progress is not made, the teacher should re-evaluate the materials and then try to identify specific skills for additional practice--such as word attack skills, vocabulary, etc. If the student consistently misses comprehension questions calling for a specific skill, insructional practice in that skill should be given IN ADDITION TO, not instead of, the timed reading practice. During additional instruction and practice, the student should continue with 15 minutes per day of timed practice. If, after one week, the student still does not increase either reading rate or number of correct responses, a lower level of materials should be selected.

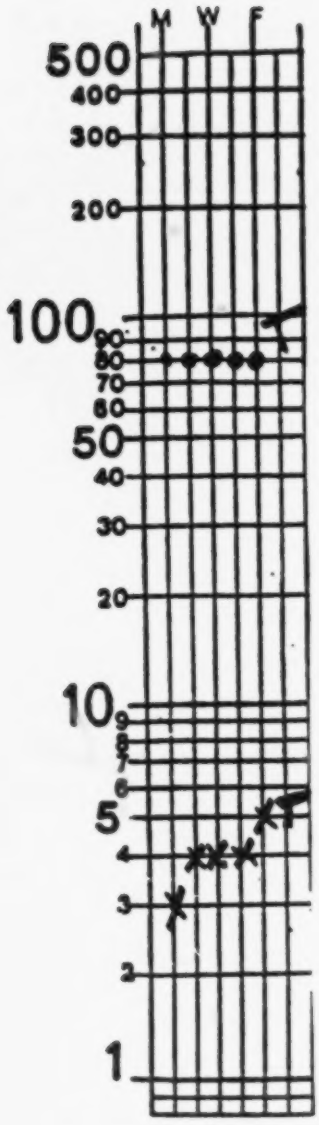


Wk 1



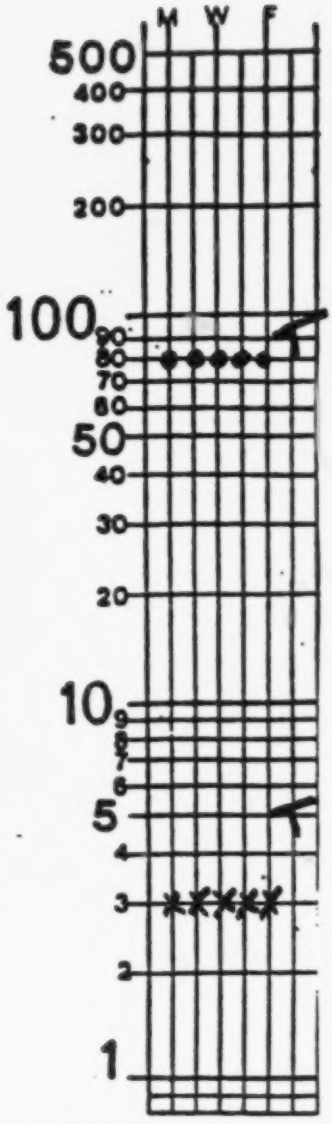
Student A

Week 1



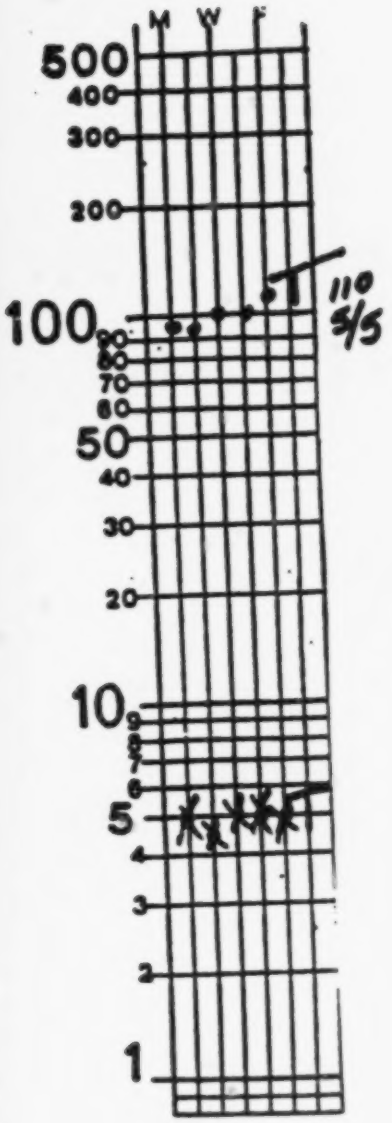
Student B

Week 1



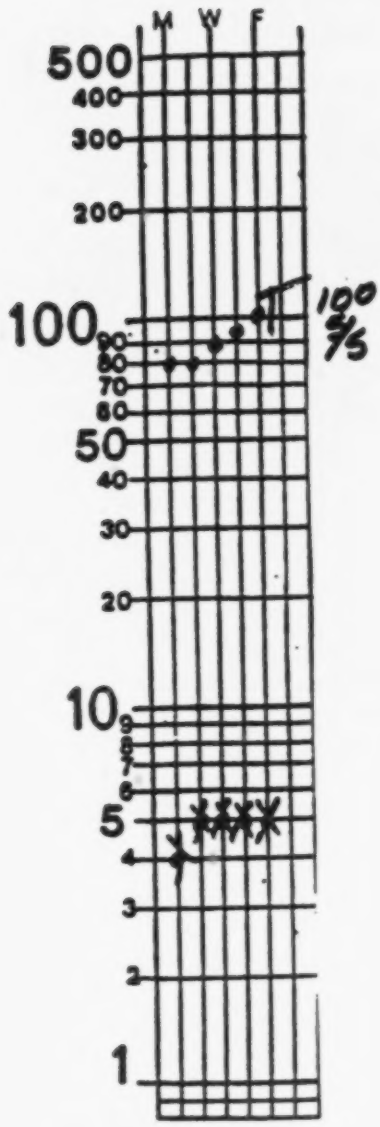
Student C

Week 1



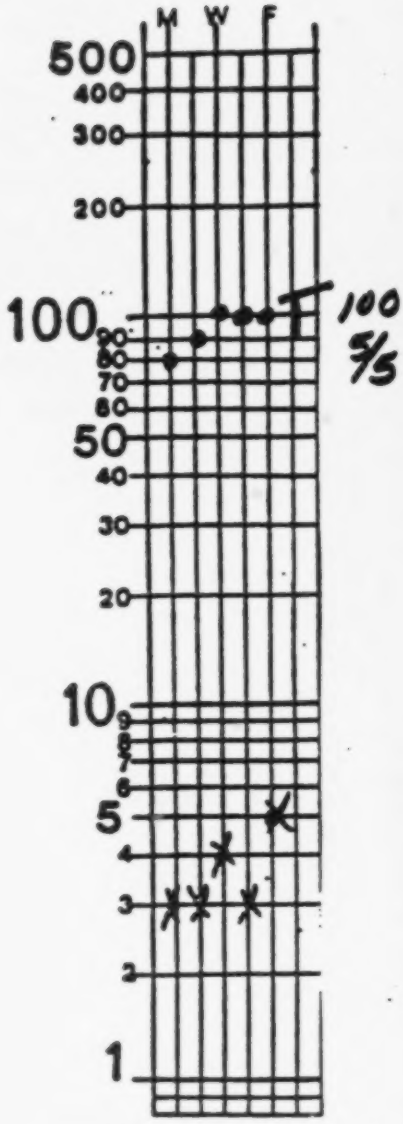
Student A

Week 2



Student B

Week 2



Student C

Week 2

Student A began at 80 wpm with 3/5 correct. On the second day at the end of practice, the rate was 80 wpm with 4/5 correct. At the end of the third day the rate was 90 wpm and 4/5. At the end of the fourth day the rate was 95 wpm with 5/5 correct so the goal was reached. This is a typical type of growth.

For student B we see no increase in rate, but the student progresses from 3/5 to 5/5 correct. This student would need to maintain 5/5 while increasing rate, so the T's (targets) would remain on 100 wpm and 5/5. The student should still feel successful since one of the two targets was met.

For student C we see no progress. The material needs to be reevaluated. The student's reading skills need to be reevaluated and attached with additional instruction and practice. The teacher and student need to decide why the practice is not resulting in improvement. It is likely that the material is too difficult. The determiniation to change the materials probably should have been made on the third day before the student felt unsuccessful and became defeated or frustrated.

The targets appropriate for the next week are shown on the next page. In the case of student A, note that his rate dropped on the first two days and then increased on day three, but his comprehension dropped. This is typical. The student should be reassured that his is O.K. It indicates that the level of difficulty of reading material is appropriate and that great progress is being made. Targets for week three should be 115 with 5/5 correct. However, if the same type of progress and consistency is demonstrated, the target for the next five days could reasonably be 130 wpm with 5/5 correct.

In example B the second target could reasonably be 120 with 5/5 because

the student has consistently shown 5/5 correct.

By changing student C to new material, you can expect to see the type of progress first seen in example A and should proceed as described.

It should be noted that the student and teacher must determine whether reading fluency and flexibility is a reasonable, feasible goal for the student. It may be that it would be more appropriate to focus on technical manuals and/or functional life skills. In making the determination, bear in mind all you know about hearing impairment and the student's goal.

CRITICAL THINKING SKILLS

Critical thinking is necessary in all living, not just in reading. The adult uses critical thinking skills daily. To practice sequencing, the adult could be asked to describe his daily activities. The teacher could then say, "What if you got up at 8:30 instead of 7:30? How would your routine be changed?

To practice summarizing the adult may be asked to summarize his school experiences, a movie, or his wedding day. The reader may be asked to think of a title for an untitled story.

Problem solving could be practiced by presenting in pictures or in verbal signed description or in written description situations or open-ended conflict and asking for more than one possible solution. For example: John and Lucy are married. They both work, but they don't have very much money to spend on entertainment (playing). John wants to go bowling with his friends on Friday night. Lucy wants to go to a movie with John and two of their friends on Friday night.

Teacher: How can this problem be solved?

Student: John goes bowling this Friday and they go to the movie next Friday.

Teacher: Is there another solution?

Student: They go to the movie this Friday and John goes bowling next Friday.

Teacher: Is there another solution?

Student: Lucy and the friends go watch John bowl.

Teacher: Is there another solution?

Student: They stay home and invite John's friends and

the other friends over to watch TV., etc.

In providing practice for imagining, the teacher's role is to ask, listen, and accept all answers. Students might be asked to imagine:

1) how they would spend a $1,000 gift
2) how it would feel to be the President of the United States
3) how the world would be if there were no cars (or gas, or electricity, etc.)

To practice observing, the students may be asked to observe furniture or equipment in class and note the similarities and differences. Hearing impaired adults are usually adept observers but may need practice in comparing similarities and differences.

To practice predicting, teachers may ask, "What would happen if "_____ _____" AND "Why do you think this would happen?" For example, "Why do you think _____would happen?" Newspaper articles might be used. For example, a newspaper story about a terrorist bombing an airliner could be used: "What would happen if this had happened in New York City?" Student: "The terrorist would be caught ". "Why do you think the terrorist would have been caught?" Student responds.

Adults evaluate situations daily. The teacher might want to merely point out some instances.

Teacher: "What kind of toothpaste do you use?"

Student: "Crest"

Teacher: "Why Crest?"

OR

Teacher: "Who will you vote for for Governor?"

Student: "Mark White."

Teacher: "Why will you vote for him?"

OR

Teacher: "Why do you run a mile everyday?"

Student: "Because it's good for me."

Teacher: "Why is it good for you?"

As in most curricula areas, there are materials readily available for above fourth grade reading level. Reading materials can be selected by using the index to locate activities for the particular critical thinking skill to be attacked. For example, seriating or sequencing.

The Cambridge Pre-GED book deals with:

Unit 1: Predicting

Unit 6: Interpreting What You Read

Unit 7: Making Basic Inferences

Units 10 & 11: Evaluating What You Read

The Steck Vaughn Adult Reading Program deals with: Relationships/Conclusions in Reading 2400; Sequence in Reading 2500; and Locating and Organizing Information in 2600.

The Cambridge Reading Competence contains activities to practice classifying, drawing conclusions, following sequence, inferences, etc.

Whatever materials are available will have activities to practice critical thinking skills as applied to reading.

PRAGMATIC SKILL PRACTICE

Pragmatic skills include an ability to open conversations, negotiate and establish topics, code topics with markers such as tense and pronouns, code old and new information, use non-verbal cues in communication, use turn-taking appropriately, use repair or clarification strategies, change topics, and attend to the effects of presupposition. Hearing impaired adults, like ESL students, will benefit from practice of pragmatic skills either with or without the use of an interpreter. The best selection of commercial materials is from the field of English as a Second Language. Prentice Hall's series, Side by Side: English Grammar Through Conversations is one source. The teacher must remember, however, the cautions made previously. That is, the vocabulary and the syntax may be more slowly acquired by the hearing impaired adult than by the ESL adult and more practice may be necessary. One goal of the text is to provide acculturation practice through the guided conversations. The hearing impaired will benefit from exposure to this as well. Attention is also given to idioms. Since idioms are extremely difficult for the hearing impaired, the meaning must be taught directly. Do not assume that they will interpret them correctly otherwise because the idiom may be literally interpreted. For example, "The boy got cold feet before he could ask the girl for a date." The hearing impaired may not understand what cold feet have to do with asking someone for a date.

"Johnny was off the wall." The hearing impaired may interpret this literally as meaning that Johnny was standing away from the wall.

Teachers need to be cautious of idioms. Their use should be limited; but if they are used, they will need to be explained so that the hearing impaired

adult is able to get a visual image of their meaning.

Newbury House's Transitions is another ESL book that teachers may be able to use with the hearing impaired. However, it is geared to the intermediate student and only the more advanced hearing impaired student will be able to use it as is. However, a teacher could employ the adaptation techniques described in another section of this handbook.

Regents Publishing Company's Picture Stories for Beginning Composition is another excellent source for pragmatic skill practice as well as written language practice.

Another excellent source is English Step by Step With Pictures published by Regents Publishing Company. Keep in mind that hearing impaired students may require more practice with each exercise. The teacher may want to change the exercise on pages 30 and 31 to a dialogue. The peer tutor would ask, "What's that?" The student would respond, "That's a white cat." Peer: "Do you have a cat?" Student: "Yes, I have a black cat." Or, to keep the practice on an easier level, limit the dialogue to the first question and response and use pictures on other pages for more practice.

Pragmatic skill practice other than with published materials is also important. Conversational skills taken for granted by hearing people may require structured practice for the hearing impaired. The teacher may need to model correct responses.

CAREER AWARENESS

Hearing impaired adults may be severely delayed in their knowledge of social rules and in career awareness. They may ask questions which are socially unacceptable. For example, "How old are you?" Subjects such as insurance, interest, taxes, job applications and interview techniques must often be taught directly. It may be necessary to practice, through role play, a willingness to work cooperatively. Role playing situations which require solving problems and making decisions based on evaluative activities may be important.

Although it is likely that students who are most likely to benefit from ABE will have had some work experience and will have learned behavior appropriate to the work world, it still may be advisable to provide practice in completing job applications or writing a resume.

The Scott Foresman Scope Series Jobs in Your Future has some excellent worksheets which are on about a fifth grade level. Many of the words (appearance, enemas, patients, operations, etc.) will have to be taught. Many of the words on the job application on page 44 will also need to be explained. It might be helpful to provide the student with a completed application to use as a model. The peer who has been paired with the hearing impaired adult would probably be able to provide valuable assistance. Rephrasing of the questions would be helpful. For example, item 7 asks the applicant to "Describe any physical disability." To explain this to the student, the peer tutor or teacher might say, "I wear glasses and you wear hearing aids. I would write down: 'vision-corrected with glasses', and you might write down: 'hearing impaired/ speech and language mildly impaired."

For number 8, the peer may say, "What grade did you finish in school? Did you finish first grade, second grade, third grade?" For number 9, the helper may say, "Did you like science or math or English or what the most? What didn't you like?" Question 15 may be explained thusly: "What did you do for fun when you were in school? Did you play baseball? Did you belong to any clubs?" Number 16: "What do you like to do? Do you read a lot? Do you like to play golf? Do you have a computer at home?" etc.

It is evident that even this seemingly simple application may present a great deal of difficulty for the language-delayed hearing impaired student. An application for practice is found on page 70 of this handbook.

Cambridge's Reading Competence contains helpful practice in several occupational areas, including job applications, want ads, and filling out forms.

The adult basic education teacher may need to be aware of the post-secondary educational opportunities available specifically for the hearing impaired. They are listed in the appendix under the heading: Post Secondary Educational Series.

The teacher should also be aware of the Texas Rehabilitation Commission. In most larger cities there is a Texas Rehabilitation Commission (TRC) counselor who specializes in the hearing impaired. The hearing impaired adult definitely should contact the TRC office because many types of assistance may be available. TRC offices are listed in the appendix under Texas Rehabilitation Commission and counselors are also listed.

APPLICATION

Last Name First Name Middle Name Social Security Number

Address City State Zip Code

What job do you want?

Did you graduate from High School? When? Where?

Write the name of where you have worked and the dates you worked there.

Write your boss' name. Write the kind of work you did.

Write the amount you earned and why you left the job.

Where did you work before that? Write the dates of that job.

Write your boss' name. Write the kind of work you did.

Write the amount you earned and why you left the job.

Employer Dates of employment

Name of Supervisor Type of work.

Amount earned Reason for leaving job

SUBSTITUTION DRILLS:

Substitution drills are an excellent method for familiarizing students with the combination of words required to create correct sentences. The steps outlined below should be followed sequentially. Be sure to require the student to create an original sentence after each step. Performing the exercises as outlined has proven to be a most effective method since it provides for clear delineation of subject plus modifiers and verb plus modifiers.

1st practice step 1

John cried.

Substitute these nouns.

Mary, Bobby, Fred

Student: Mary cried.

Bobby cried.

Fred cried.

Now you write a sentence. "I cried."

Substitute these verbs.

ran, lied, ate

Student: John ran.

John lied.

John ate.

Now you write a sentence.

Substitution Practice.

"The dog ran."

Substitute these modifiers.

Big, furry, brown

Student: The big dog ran.

The furry dog ran.

The brown dog ran.

The big furry brown dog ran.

Now you write a sentence._____.

SUBSTITUTE THESE:

away from the boy

up the hill

all the way home

Student: The dog ran away from the boy.

The dog ran up the hill.

The dog ran all the way home.

Now you write a sentence._____.

Use these subjects and verbs to write sentences.

The ball	ate
Mary	started
The car	bounced

Student:

The ball bounced.

Mary ate.

The car started.

Use these words to expand your sentences.

red	over the fence
who was too thin	very little
old	after three tries

Student:

The red ball bounced.

The red ball bounced over the fence.

mary, who was too thin, ate.

Mary, who was too thin, ate very little.

The old car started.

The old car started after three tries.

Now you write a sentence._____.

SUBSTITUTION DRILL

Choose a word or group of words from the choices below to make sentences.

John	am	
I	likes	
The dog	barked	
John, who lives down the street		barked all night
I		likes to play ball
The big, furry dog		tired today

Student:

1. "John likes."

   "John, who lives down the street, likes."

   "John, who lives down the street, likes to play ball."

2. "The dog barked."

   "The big, furry dog barked."

   "The big, furry dog barked all night."

WORKSHEET

The cat ran.

Substitute these nouns: The dog The man The mouse

1. _____.

2. _____.

3. _____.

Now you write a sentence _____

_____

John was sad.

Substitute these nouns: was little, was happy, was angry

1. _____.

2. _____.

3. _____.

Now you write a sentence _____

_____

The horse ate.

Substitute these nouns: big, brown and white, old

1. _____.

2. _____.

3. _____.

Now you write a sentence. _____

_____

Use these to write three sentences:

A cow	is pretty
Mary	ate some grass

The house is blue

1. _____.

2. _____.

3. _____.

Now you write a sentence. _____

_____

WRITE escribir

A SYSTEM FOR RECRUITING:

The recruitment of hearing impaired adults into ABE cooperatives is dependent upon a sharing of information. ABE cooperative personnel and personnel of agencies serving the hearing impaired are sometimes unaware of the existence of the other. In the appendix of this manual is a comprehensive list of the ABE Cooperatives, Regional Day School Programs for the Deaf, Centers for the Deaf, Texas Rehabilitation Commission and certified interpreters for the deaf, and other services for the deaf.

Based on the premise that personnel in agencies serving the deaf have little or no information about Adult Basic Education, the ABE cooperative director or teacher may simply contact any or all of the persons in the immediate geographic area to describe the content of the classes offered. The person contacted could be asked to make class information available to the agency's clients or students. During the conversation with the person at the agency serving the hearing impaired, the adult basic education director will be able to convey that the ABE program is capable of serving the hearing impaired adult. Information about teacher capabilities and experience, material availability, levels of other students, acceptability of the use of an interpreter, if needed, should be given. The idea is to let the hearing impaired person know what is available and that the classes are open to all. It is fallacious to assume that either the agency or the hearing impaired adult already knows what is offered.

In local newspaper announcements about ABE classes, mention can and should be made that the classes are open to all students regardless of the presence

of a handicap. In college towns in which the college has a handicapped access office or person, the accessibility of the ABE classes for the hearing impaired should be noted. Again, a phone call from the ABE director may be needed. In some towns there may be no organized group of hearing impaired adults, but there may be a church or other organization which serves the hearing impaired. Again, an announcement of accessibility to the ABE classes is needed. Information about the existence of such services may be available only through contact with community leaders, other agencies, hearing-impaired individuals, and the independent school district's special education director.

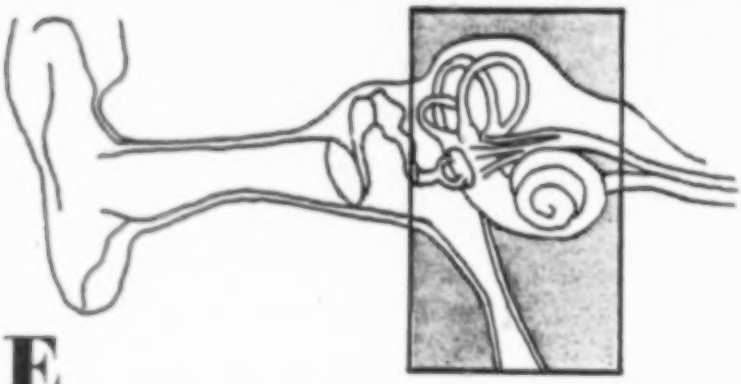
While outreach to the hearing impaired may not be a stated goal or responsibility, it is the responsibility of Adult Basic Education to make ABE classes accessible by making them known to and available for all adults.

CONCLUSION:

Teachers in ABE Cooperatives have the skills they will need to work with hearing impaired students. As with any other student, the hearing impaired student's success will be dependent upon his abilities and deligence together with the degree to which the teacher is successful in meeting his individual needs.

The hearing impaired student will very likely be one of the teacher's favorites because he is so highly motivated and so greatly appreciative of the teachers efforts.

ABE



THE HEARING IMPAIRED

APPENDIX

ORIENTATION TO HEARING IMPAIRMENT

To compound the complexity of the hearing loss itself, there are other variables such as age of onset of hearing loss, intelligence, educational background, and sociological influences, which play a part in the actual performance of each individual. The simplistic explanation of hearing impairment presented herein is meant only as general information.

HOW WE HEAR

The ear's function is to convert sound waves to nerve impulses. Sound waves enter the ear canal in the outer ear. Changes in air pressure in the canal cause the ear drum to vibrate. The three bones, called ossicles, in the middle ear vibrate to transmit sound to the inner ear. The inner ear is filled with fluid and it contains the cochlea, the main organ of hearing. The cochlea contains thousands of little cilia (hairs) which, when they vibrate, stimulate the transmission of nerve impulses to the brain along the eighth nerve.

HOW WE MEASURE HEARING LOSS

The nature and degree of hearing loss is measured by an audiologist using an audiometer. An audiometer measures the amount and frequency of a hearing loss. An audiogram is the graph that represents the hearing loss.

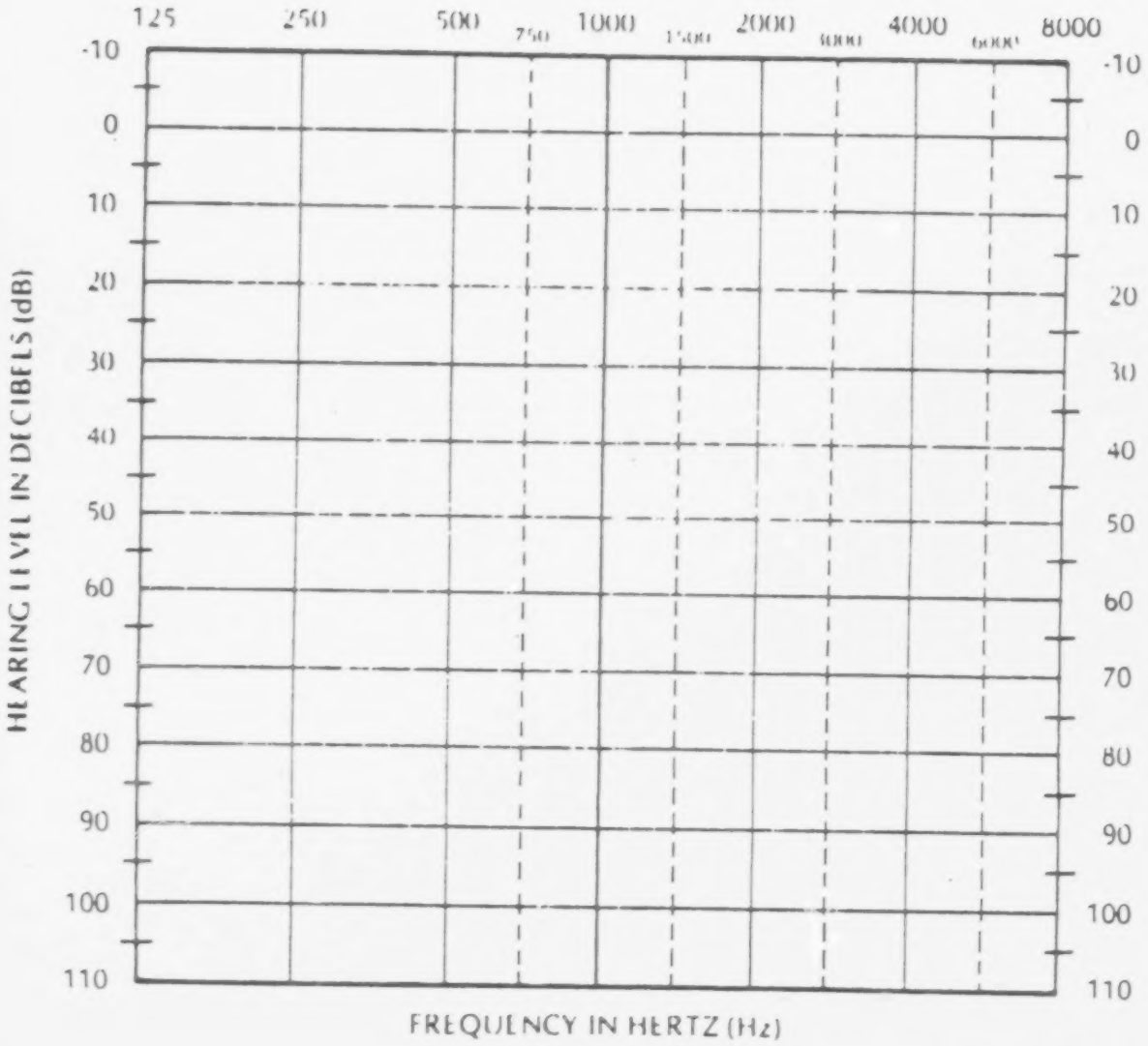
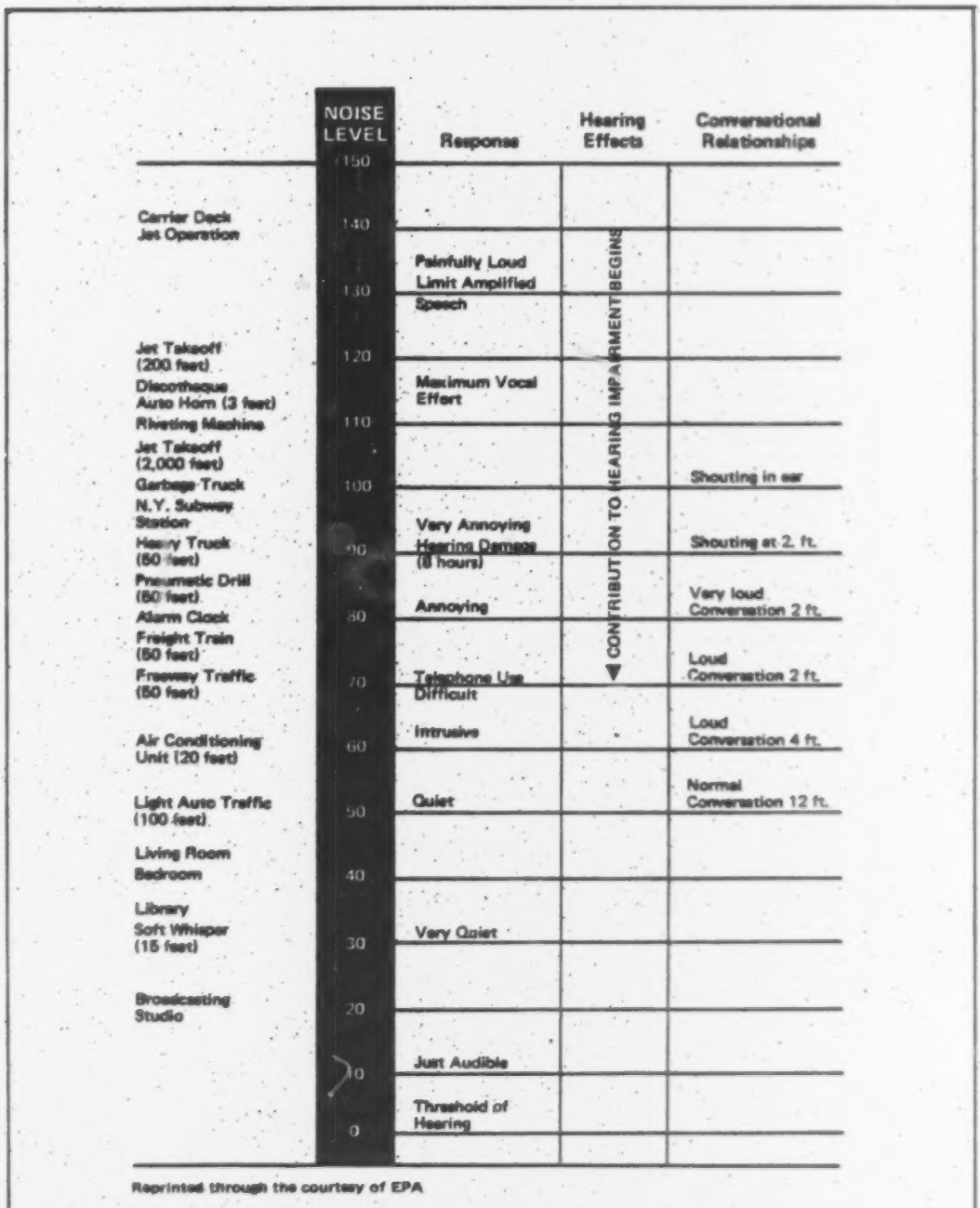

125
250
500
750
1000
1500
2000
3000
4000
6000
8000
-10
0
10
20
30
40
50
60
70
80
90
100
110
HEARING LEVEL IN DECIBELS (dB)
FREQUENCY IN HERTZ (Hz)

Figure 1

SOUND LEVELS AND HUMAN RESPONSE



Reprinted through the courtesy of EPA

Reprinted from the September 1973 edition of OCCUPATIONAL HAZARDS' EXECUTIVE REPORT

CRITON MAICO

Criton Corporation
Electronics and
Defense Group

Maico Hearing
Instruments, Inc.
7375 Bush Lake Road
Minneapolis, Minnesota 55435

Form 1377

Litho USA

SEE FIGURE ONE

In figure one, the numbers on the left represent the number of decibels of sound. A decibel (db) measures the relative loudness of sounds. A whisper, for example, is about twenty decibels intensity and pain is experienced at 100 decibels or greater. The numbers across the top of the audiogram represent the pitch or frequency of the sound in hertz. A hertz is a unit of frequency equal to one cycle per second. Between each increment is about an octave with thepitch becoming higher as the numbers increase. Most speech sounds fall between 500 and 2000 hertz. The fricatives such as s, sh, f, t, are at the higher end, while the vowels are at the lower end. People with higher frequency losses such as older adults have difficulty understanding spoken messages. For example, "it's time to eat." would sound like "iimeoo eee". In describing an individual's hearing loss it is important to know the amount of loss in decibels as well as the frequencies at which the loss occurs. When a loss is described as a 40% loss, it usually means a 40 db loss at the average of the 500, 1000, and 2000 hertz. Normal conversation is about 45 db. Audiologists usually will test the client both with and without the hearing aid(s). The aided audiogram will be a graph of what the adult hears in pure tones.

Discrimination scores are very important since they define the percentage of words and phrases that are understood by the deaf person, regardless of the type or degree of hearing loss.

HEARING AIDS

Hearing aids are mechanical instruments which amplify sound. A hearing aid consists of:

a microphone, which receives sound waves from the air and changes them into electrical impulses;

an amplifier, which increases the strength of the electrical signal;

a battery, which provides electrical energy to operate the aid;

a loudspeaker, called a receiver which changes electrical amplified sounds back into sound waves. In a typical ear level hearing aid, all four components are housed in the one small case. The amplified or louder sounds are then directed into the ear through a specially fitted earmold. It is important to remember, that hearing aids increase the loudness of all sounds, not just speech sound. The amplification of environmental sounds can cause the hearing impaired person great confusion.

TYPES OF HEARING LOSS

Hearing impairment is the generic term used to describe all types of hearing loss. There are three major classifications of hearing loss: conductive, sensorineural, and mixed. A conductive hearing loss occurs in the external or middle ear. It is usually a mild to moderate loss and is sometimes reparable medically or surgically. It may be caused by ear wax build up, a hole in the ear drum, chronic ear infections, or other outer or middle ear problems. People with mild to moderate conductive hearing losses may speak in a quiet voice and may have difficulty in understanding fully what is said to them, especially if the environment is noisy. Conductive losses do not block out all sound since

some is conducted through the bones. While some speech sounds may not be heard, others will be.

A sensorineural hearing loss occurs in the nerve or in the cochlea. It is usually permanent and may be mild, moderate, severe, or profound. It may be caused by aging, ototoxic drugs, birth defects, noise exposure, diseases, high fevers, and other causes. Birth defects may be due to German measels, premature delivery, Rh factor incompatibility, drug abuse, or genetic factors. Sensorineural losses are seldom repairable New technology is being developed to replace the damaged cochlea. But this type of surgical treatment is not feasible for everyone.

A mixed hearing loss means that there is both a conductive and sensorineural loss present.

Conductive, sensorineural, or mixed losses may be present at birth, may be caused in infancy prior to the development of language (prelingual hearing impairment), or may occur after the development of language and speech (post lingually hearing impairment).

DEGREES OF HEARING LOSS:

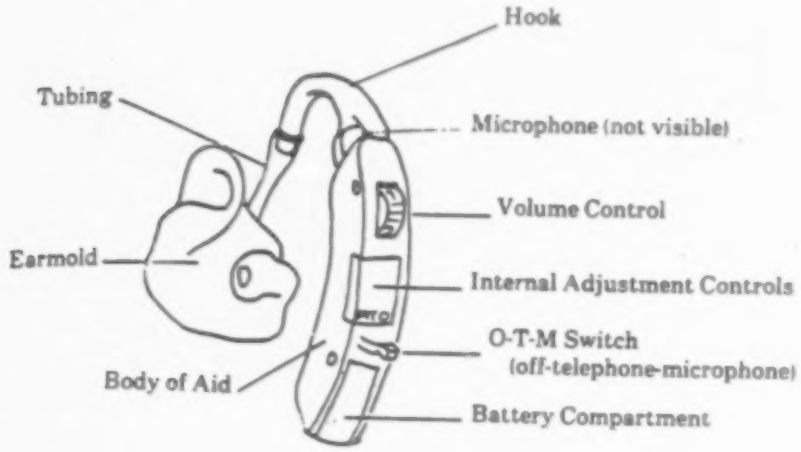
Within the classifications of hearing loss are the degrees of hearing loss. In mild loss, less than 40dB loss, a person hears the louder voiced speech sounds and may have mild language dysfunction. Language usually develops normally. Hearing aids greatly benefit this type of individual.

In moderate hearing loss, 40-65 dB, a person misses most speech at a normal conversational level. The person may have difficulty with language and speech may be affected. A hearing aid and special training in lipreading, auditory

training, speech, and language will probably be necessary.

In severe hearing loss, between 65-85 dB, a person may hear only vowels and intonational patterns of speech even with the use of hearing aids. The language and speech dysfunction may be severe.

A profound hearing loss refers to a loss of 85dB or more. A person may hear few speech sounds and have severe language and speech dysfunction. Such people have probably received special education for the deaf since early childhood. They may have great difficulty with communication and with learning due to the severity of their language dysfunction.



GLOSSARY

Adventitious hearing loss- a hearing loss occurring after birth as a result of illness or accident.

Amplification- an increase in intensity of sound.

Audiogram- a chart of the thresholds of response to pure tone signal measured at different frequencies (hertz) and recorded in levels of intensity (decibels).

Audiologist- a professional in the evaluation of hearing and selection of hearing aids.

Audiometer- a machine used to measure responses to sound.

Auditory training- education and practice in the use of residual (remaining) hearing to recognize, identify, and discriminate sound and develop auditory memory.

Binaural amplification- sound amplified to both ears.

Bone conduction- transmission of vibrations through the bones of the skull to the inner ear.

Cochlea- snail-shaped structure in the inner ear containing cilia (hair like nerve endings) which transmit sound to the eighth nerve. (hearing) to the brain.

Conductive hearing loss- hearing loss due to blockage or damage of the ear canal, ear drum, or ossicles in the outer or middle ear.

Congenital defect- defect present at birth.

Deaf- hearing loss so severe as to impair language acquisition, in whom the sense of hearing is not functional for the use of understanding speech.

Decibel- (dB) a unit for measuring the relative intensity of sound.

Earmold- a custom made plastic piece which seals the sound from the hearing aid to the ear canal.

Feedback- squeal produced by leakage of sound from the hearing aid receiver, picked up by the microphone and reamplified.

Fingerspelling- standardized finger configurations each of which represents a letter of the alphabet.

Frequency- number of vibrations or cycles per second of a sound wave measured in hertz (hz).

Hearing aid- an electroacoustical mechanism worn in the ear to amplify sound.

Hearing impairment- a generic term used to denote hearing loss.

Hertz- cycles per second.

Integration- the placement of a special or handicapped person in a "regular" classroom for some or all of the class day, with support services to ensure accessibility & equal participation with "regular" students.

Lipreading- a technique used by some hearing impaired persons to interpret speech acquired by special training in memorizing how speech appears on the lips.

Middle ear- the space between the tympanic membrane and the inner ear which contains the auditory ossicles which convey vibrations to the auditory tube.

Mixed hearing loss- combined conductive and sensorineural loss.

Otologist- a medical doctor specializing in diseases and surgery of the ear.

Otosclerosis- the formation of spongy bone in the capsule bone in the ear, creating progressive hearing impairment. It is hereditary & sometimes called otospongiosis.

Ototoxic- caused by poison or toxin creating damage to the ear.

Pitch- degree of highness or lowness of a sound.

Pure tone- a tone or note which has only one frequency with no harmonics or overtones.

Residual hearing- term used to describe the remaining hearing when some has been lost.

Rubella- German measles.

Sign language- an orderly system of manual gestures and symbols for communication of thoughts and ideas.

Speechreading- lipreading.

SERVICES FOR THE DEAF

ALPHABETICAL LISTING BY TOWN

ABILENE

Abilene ISD.	915-673-6585
Education Service Center/Region XIV, Abilene	915-676-8201
First Baptist Church, Abilene.	915-673-5031
Regional Day School for the Deaf	915-672-8497
West Texas Rehabilitation Center, Abilene.	915-692-1633
West Texas Services for the Deaf, Abilene.	915-672-5987

ALICE

Alice ISD.	512-664-0981 (Ext. 50)

ALDINE

Regional Day School for the Deaf	713-449-1011

AMARILLO

Amarillo Region XVI Ed. Serv. Center	806-376-5521
Education Service Center, Region XVI, Amarillo	806-376-5521
First Baptist Church, Amarillo	806-373-2891
High Plains Association of Hearing Impaired, Amarillo.	806-655-4455
High Plains Association of the Deaf, Amarillo.	806-373-6573
Knights of Columbus Deaf Center, Amarillo.	806-383-2243
Regional Day School for the Deaf	806-359-7681

ARLINGTON

Meadow Lane Baptist Church & Deaf Mission, Arlington	817-274-2581
Regional Day School for the Deaf	817-460-4611

ATHENS

Henderson County Junior College, Athens.	214-675-6215

AUSTIN

Adaptive Programs, Austin Parks and Recreation Department, Austin.	512-453-5084
Advocacy Incorporated, Austin.	1-800-252-9108
Allandale Baptist Church, Austin	512-454-8711
American Red Cross, Austin	512-928-4271
Assembly of God Glad Tidings Church, Austin.	512-459-5481
Austin Child Guidance and Evaluation Center, Austin.	512-476-6015
Austin Community College, Austin	512-495-7000
Austin Community College	512-495-7532
Austin Sign Language School, Austin.	512-451-5809
Capitol Sign Language Institute, Austin.	512-442-1715
Congress Avenue Baptist Church, Austin	512-447-7781
Education Service Center-Region XIII, Austin	512-458-9131 (Ext. 339)
Hyde Park Baptist Church, Austin	512-459-6587
Jesus Lutheran Church for the Deaf, Austin	512-442-1715
Knights of Columbus Deaf Center, Austin.	512-443-5330

North-Central Regional Office of Education for the Deaf 512-834-4430
Sharir Dance Company, Austin 512-471-7544
Texas Association for the Deaf, Austin 512-475-2492
Texas Board of Examiners in the Fitting and Dispensing of Hearing Aids, Austin 512-475-3429
Texas Commission for the Blind, Austin 512-475-6036
Texas Commission for the Deaf, Austin. 512-475-2492
Texas Department of Health, Austin 512-458-7420
Texas Department of Human Resources, Austin. 512-441-3355
Texas Department of Mental Health and Mental Retardation, Austin 512-454-3761
Texas Education Agency, Special Education Program Services for the Deaf 512-834-4428
Texas Education Agency State Office. 512-834-4266
Texas Governor's Committee for Disabled Persons, Austin. 512-445-8276
Texas Rehabilitation Commission, Austin. 512-445-8313
OR 512-476-7601
Texas Rehabilitation Commission, Regional Office . . 512-477-1427
Texas School for the Deaf, Austin. 512-442-7821
The Workshop, Austin 512-444-6081
Travis County Services for the Deaf, Austin. 512-448-7597
Vaughn House, Inc., Austin 512-444-9763

BAYTOWN
Lee College - Hearing Impaired, Baytown. 713-420-3430
Memorial Baptist Church, Baytown 713-427-1725
Regional Day School for the Deaf 713-428-2572
San Jacinto Baptist Association, Baytown 713-422-3604
Second Baptist Church, Baytown 713-427-6506

BEAUMONT
Beaumont ISD 409-832-5929
Beaumont Region V Ed. Serv. Center 409-835-5212
Lamar University Speech and Hearing Center, Beaumont 409-838-8170
Regional Day School for the Deaf 409-833-8563
Southeast Texas Council for the Hearing Impaired, Beaumont. 409-838-8180
Texas Rehabilitation Counselor 713-835-2511

BEEVILLE
Beeville ISD 512-358-5101

BIG SPRING
Highland Council for the Deaf, Big Spring. 915-267-6779
Howard College at Big Spring 915-267-6311
Southwest Collegiate Institute for the Deaf, Big Spring. 915-267-2511

BROWNSVILLE
Brownsville Society for Crippled Children, Inc., Brownsville 512-542-8504
Brownsville ISD. 512-546-2433

BRYAN

Central Baptist Church, Bryan.	409-779-1591
Regional Day School for the Deaf	409-775-3200

BURLESON

Regional Day School for the Deaf	817-295-8116

CALDWELL

Regional Day School for the Deaf	409-567-9811

COLMESNIEL

Regional Day School for the Deaf	409-837-2225

COMMERCE

East Texas State University, Commerce.	214-886-5913

CONROE

Regional Day School for the Deaf	409-756-7751 (Ext. 259)

CORPUS CHRISTI

Corpus Christi Area Council for the Deaf, Inc., Corpus Christi.	512-855-0581
Corpus Christi ISD	512-888-8285
Education Service Center Region II, Corpus Christi	512-883-9288 (Ext. 240)
Goodwill Industries of Corpus Christi, Inc., Corpus Christi.	512-884-4068
Knights of Columbus Deaf Community Program, Corpus Christi.	512-882-6191
Texas Rehabilitation Commission	512-833-3525

CORSICANA

Corsicana ISD.	214-872-8488
Regional Day School for the Deaf	214-872-6534

CROCKETT

Crockett ISD	409-544-2125

DALLAS

American Red Cross, Dallas	214-741-4421
Camp Soroptimist, Dallas	214-634-7500
Catholic Deaf Apostolate, Knights of Columbus Deaf Program, Dallas	214-528-2080
Cedar Crest Church of Christ, Dallas	214-943-1340
Dallas Baptist College, Dallas	214-331-8311
Dallas ISD	214-421-1051
Deaf Action Center, Dallas	214-521-0407
First Baptist Church, Dallas	214-742-3111
Goodwill Industries of Dallas, Inc., Dallas.	214-638-2800
Hampton Place Baptist Church, Dallas	214-331-5476
Helen Keller National Center, Dallas	214-630-4936
Highland Oaks Church of Christ, Dallas	214-272-3749
John of Beverley Chapel for the Deaf, Dallas	214-368-0569

Nottingham Manor, Dallas	214-388-0519
Oak Cliff Assembly Deaf Church, Dallas	214-371-7691
Regional Day School for the Deaf	214-824-1620 (Ext. 383)
Silent Friends Chapel, Dallas.	214-742-3111 Ext. 265/348
Texas Rehabilitation Commission, Regional Office	214-387-8695
OR	214-522-8852
OR	214-638-6070
University Affiliated Center of Developmentally Disabled Children, Dallas	214-688-2883
U.S. Dept. of Education - Office for Civil Rights, Dallas.	214-767-2479

DENISON

Regional Day School for the Deaf	214-465-9731

DENTON

North Texas State University, Denton	817-565-2681
Regional Day School for the Deaf	817-383-4241
Texas Woman's University, Denton	817-387-6169

EDINBURG

Edinburg Region I Ed. Service Center	512-383-5611
Region One ESC, Edinburg	512-383-5611
Texas Rehabilitation Commission	521-383-0795

EL PASO

Education Service Center Region XIX, El Paso	915-593-5081
El Paso Center of the Deaf, Inc., El Paso.	915-544-6032
El Paso ISD.	915-533-9072
El Paso Rehabilitation Center, El Paso	915-566-2956
Goodwill Industries of El Paso, Inc., El Paso.	915-778-3371
Regional Day School for the Deaf	915-779-4078
Sertoma International Center for Communicative Disorders of El Paso/Juarez, El Paso.	915-533-2266
Texas Rehabilitation Commission	915-545-1231
West Texas/Panhandle Regional Office of Education for the Deaf.	915-544-1164
Ysleta ISD, El Paso.	915-859-7971

FORNEY

Regional Day School for the Deaf	214-552-3914

FORT WORTH

Fort Worth Association of the Deaf, Inc., Ft. Worth.	817-244-3264
Fort Worth ISD	817-332-7544
OR	817-735-1816
Knights of Columbus Deaf Community Programs, Fort Worth.	817-626-6684
North Fort Worth Baptist Church Deaf Ministry, Fort Worth.	817-624-7276

Regional Day School for the Deaf 817-831-0951
Tarrant County Services for the Hearing Impaired, Inc., Ft. Worth 817-926-5305
Texas Rehabilitation Commission, Ft. Worth 817-731-7343
Travis Avenue Baptist Church, Fort Worth 817-924-4266
OR 817-921-0244

FREDERICKSBURG
Fredericksburg ISD 512-997-7182

FREEPORT
Regional Day School for the Deaf 409-233-2271

GALVESTON
Galveston College. 409-763-6551

GEORGETOWN
Georgetown ISD 512-863-9277

GREENVILLE
Regional Day School for the Deaf 214-455-2112

HAMILTON
Regional Day School for the Deaf 817-386-8644

HARLIGEN
Deaf Valley-Wide Mission, Harlingen. 512-423-3188
Valley Rehabilitation and Treatment Center, Inc., Harlingen 512-423-4980

HENDERSON
Regional Day School for the Deaf 214-657-8511

HOUSTON
American Red Cross, Houston. 713-526-8300
Education Service Center Region IV, Houston. 713-895-9536
Harris County Dept. of Education, Houston. 713-696-8177
OR 713-696-8150
Hear-Say, Houston. 713-666-2625
Holy Three-In-One Lutheran Church of the Deaf, Houston 713-526-6134
Houston Association of the Deaf. 713-956-4991
Houston Center for Independent Living, Houston . . . 713-795-4252
Houston Community College. 713-630-7277
Houston Community College. 713-869-5598
Houston ISD Regional Day School. 713-623-5562
Houston Public Library, Houston. 713-225-3385
Houston Region III Ed. Serv. Center. 713-462-7700
Houston School for Deaf Children, Houston. 713-523-3633
North Harris County College, Houston 713-443-6640
North Harris County College, Houston 713-443-5600
Regional Day School for the Deaf-Cypress Fairbanks ISD 713-462-5351
South-Central Regional Office of Education for the Deaf. 713-529-3024

St. Dominic Center for the Deaf, Houston	713-741-6621
St. John's Baptist Church, Houston	713-659-7748
Texas Rehabilitation Commission, Regional Office	713-977-2613
OR	713-659-2211
Westbury Church of Christ, Houston	713-729-7880

HUNTSVILLE

Huntsville Region VI Ed. Serv. Center	409-295-9161
Huntsville ISD	409-295-8202

HURST

Tarrant County Junior College, Hurst	817-281-0037

IRVING

South MacArthur Church of Christ, Irving	214-253-1174
Regional Day School for the Deaf	214-579-0542

KATY

Regional Day School for the Deaf	713-492-6511

KERVILLE

Kerville ISD	512-257-2218

KILLEEN

Killeen Central Texas College	817-526-7161
OR	512-476-1730
Killeen ISD	817-526-2199
Regional Day School for the Deaf	817-526-9506

KILGORE

Education Service Center Region VII, Kilgore	214-984-3071
Kilgore Region IIII Ed. Serv. Center	214-984-3071

LAREDO

Regional Day School for the Deaf	512-722-5463
Laredo Junior College	512-722-0521 (Ext. 62)

LEAGUE CITY

Regional Day School for the Deaf	713-338-1664

LEWISVILLE

Lewisville ISD	214-539-1551

LIBERTY

Regional Day School for the Deaf	409-336-8701

LONGVIEW

Regional Day School for the Deaf	214-758-1728

LUBBOCK	
First Baptist Church, Lubbock.	806-747-0281
Knights of Columbus Deaf Center, Lubbock	806-765-8475
Lubbock County Services for the Deaf/Information Center, Lubbock	806-795-2345
Lubbock ISD.	806-765-9330
Lubbock Region Hill Educ. Serv. Center	806-792-4000
Oakwood Baptist Church Deaf Ministry, Lubbock.	806-745-5437
Regional Day School for the Deaf	806-747-2641 (Ext. 481)
Sunset Church of Christ, Lubbock	806-792-5191
Sunset School of Preaching and Sunset Church of Christ, Lubbock.	806-792-5191
Texas Rehabilitation Commission, Lubbock	806-762-0375
LUFKIN	
Lufkin Adult Learning Center	409-632-7688
Regional Day School for the Deaf	409-639-3121
LULING	
Texas Elks Foundation for Handicapped Children, Luling.	512-672-7561
MC ALLEN	
McAllen ISD.	512-687-7871
Regional Day School for the Deaf	512-686-2321
MESQUITE	
Eastfield College, Mesquite.	214-324-7032
Regional Day School for the Deaf	214-270-8807
MIDLAND	
Education Service Center Region XVIII, Midland	915-563-2380
First Baptist Church, Midland.	915-682-1646
Golf Course Road Church of Christ, Midland	915-694-8836
Midessa Association of the Deaf, Inc., Midland	915-697-3749
Midland College.	915-684-7851
Texas Rehabilitation Commission	915-684-5791
MT. PLEASANT	
Education Service Center Region VIII, Mt. Pleasant	214-572-8552
NACOGDOCHES	
Fredonia Hill Baptist Church, Nacogdoches.	409-564-8386
Regional Day School for the Deaf	409-564-1106 (Ext. 30)
Stephen F. Austin State University, Nacogdoches.	409-569-2906
NASH	
Regional Day School for the Deaf	214-793-5631 (Ext. 5632)
NEW CANEY	
Regional Day School for the Deaf	713-689-5460

ODESSA

First Baptist Church, Odessa	915-337-1524
Odessa College	915-335-6577
Permian Basin Rehabilitation Center, Odessa	915-362-8244
Regional Day School for the Deaf	915-332-9151

PALESTINE

Palestine ISD	214-729-6911

PASADENA

TexasRehabilitation Commission	713-943-1400

PLAINVIEW

Plainview ISD	806-296-5563

PORT ARTHUR

Port Arthur ISD	409-985-6787

RICHARDSON

Child Find/Serve Program - Region 10, Richardson	214-231-6301 (Ext. 246)
Metro Club of the Deaf, Richardson	214-234-3307
North-East Regional Office of Education for the Deaf	214-609-9270
Regional Day School for the Deaf	214-238-0323
University of Texas at Dallas, Richardson	214-690-2111

RUSK

Rusk ISD	214-683-5623

SAN ANGELO

Education Service Center Region XV, San Angelo	915-658-6571
First Baptist Church, San Angelo	915-655-4101
Regional Day School for the Deaf	915-658-6571
San Angelo ISD	915-942-6767

SAN ANTONIO

Easter Seal Rehabilitation Center, San Antonio	512-699-3911
First Baptist Church, San Antonio	512-226-0363
Harry Jersig Center, San Antonio	512-434-6711 (Ext. 413)
Knights of Columbus Deaf Center, San Antonio	512-224-7536
Language and Learning Concepts, San Antonio	512-824-0579
Regional Day School for the Deaf	512-661-8243
San Antonio College Handicapped Student Services, San Antonio	512-733-2362
San Antonio Council for the Advancement of Services to the Deaf, San Antonio	512-699-3311
San Antonio Region HH E. S. C.	512-271-7611
South-Central Regional Office of Education for the Deaf	512-733-8116
Southwest Center for the Hearing Impaired, San Antonio	512-699-3311

Sunshine Cottage School for Deaf Children, San Antonio 512-824-0579
Texas Rehabilitation Commission, Regional Office . . 512-224-1767
OR 512-249-2684
Trinity Baptist Church, San Antonio. 512-733-6201
Trinity University, San Antonio. 512-736-7501

SEALY
Regional Day School for the Deaf 409-885-2987

SCHERTZ
Schertz-Cibolo-Universal City ISD. 512-658-3554

SHERMAN
Sherman ISD. 214-892-9115
Texoma Council for the Deaf, Sherman 214-892-6531

SWEETWATER
Sweetwater ISD 915-235-8455

TEMPLE
Regional Day School for the Deaf 817-778-6721
Scott and White Medical Hospital, Temple 817-774-2111
Temple ISD 817-778-6721

TEXARKANA
Texarkana ISD. 214-794-2175

TEXAS CITY
College of the Mainland . . . . . 409-938-1211 (Ext. 293)

TEXOMA
Texoma Council for the Deaf, Sherman 214-892-6531

TYLER
First Baptist Church, Tyler. 214-595-1021
Regional Day School for the Deaf 214-595-3481
Glenwood Church of Christ, Tyler 214-592-3858

UVALDE
Uvalde S.W. Texas Junior College 512-278-4401
Regional Day School for the Deaf 512-278-6687

VALLEY VIEW
Valley View ISD. 817-726-3244

VICTORIA
Regional Day School for the Deaf 512-576-3131
Victoria Region III Ed. Serv. Center 512-573-0731

WACO
Central Texas Rehabilitation Center, Waco. 817-756-4447
Columbus Avenue Baptist Church/Silent Dept., Waco. . 817-752-1655

Columbus Avenue Church of Christ, Waco	817-752-9636
La Vega ISD, Waco.	817-772-3103
McLennan Community College, Waco	817-756-6551
Regional Day School for the Deaf	817-753-0294
Texas State Technical Institute/Deaf Student Services, Waco.	817-799-3611 (Ext. 3600)
Texas Rehabilitation Commission	517-756-5401

WAXAHACHIE

Regional Day School for the Deaf	214-937-4631

WEATHERFORD

Regional Day School for the Deaf	817-599-5022

WESLACO

Knights of Columbus Deaf Center, Weslaco	512-968-6449

WHARTON

Wharton County Jr. College	409-532-4560 (Ext. 64)

WICHITA FALLS

Education Service Center Region IX, Wichita Falls.	817-322-6928
Faith Village Church of Christ, Wichita Falls.	817-692-0032
First Baptist Church, Wichita Falls.	817-723-2764
Regional Day School for the Deaf	817-723-4177
Wichita Falls Region IX Ed. Serv. Center	817-322-2727 (Ext. 213)

WILLIS

Regional Day School for the Deaf	409-856-4571

Statewide Services

Advocacy Incorporated, Austin	1-800-252-9108
Texas Association for the Deaf, Austin	512-475-2492
Texas Board of Examiners in the Fitting and Dispensing of Hearing Aids, Austin	512-475-3429
Texas Commission for the Blind, Austin	512-475-6036
Texas Commission for the Deaf, Austin	512-475-2492
Texas Department of Health, Austin	512-458-7420
Texas Department of Human Resources, Austin	512-441-3355
Texas Department of Mental Health and Mental Retardation, Austin	512-454-3761
Texas Education Agency, Austin	512-834-4428
Texas Governor's Committee for Disabled Persons, Austin	512-445-8276
Texas Rehabilitation Commission, Austin	512-445-8313
Texas School for the Deaf, Austin	512-442-7821
Helen Keller National Center, Dallas	214-630-4936
U.S. Dept. of Education - Office for Civil Rights, Dallas	214-767-2479

Rehabilitation Services

West Texas Rehabilitation Center, Abilene	915-692-1633
Texas Rehabilitation Commission, Austin	512-445-8313
Vaughn House, Inc., Austin	512-444-9763
The Workshop, Austin	512-444-6081
Goodwill Industries of South Texas, Inc., Corpus Christi	512-884-4068
Goodwill Industries of Dallas, Inc., Dallas	214-638-2800

Rehabilitation Services (cont'd.)

University Affiliated Center of Developmentally Disabled Children, Dallas 214-688-2883

El Paso Rehabilitation Center, El Paso 915-566-2956

Goodwill Industries of El Paso, Inc., El Paso. . . . 915-778-3371

Valley Rehabilitation and Treatment Center, Inc., Harlingen 512-423-4980

Texas Elks Foundation for Handicapped Children, Luling. 512-672-7561

Permian Basin Rehabilitation Center, Odessa. 915-362-8244

Easter Seal Rehabilitation Center, San Antonio . . . 512-699-3911

Southwest Center for the Hearing Impaired, San Antonio 512-699-3311

Central Texas Rehabilitation Center, Waco. 817-756-4447

Texas Rehabilitation Commission

Marilyn Galloway
Texas Rehabilitation Counselor
105 West Riverside Drive
Austin, Texas 78704
(512) 476-7601 TDD/Voice

Ro Rosenburg
Vocational Rehabilitation Counselor
Houston Field Office Central
2717 Main Street
Houston, Texas 77002
(713) 659-2211 TDD/Voice

Polly Walton
Vocation Rehabilitation Counselor
Beaumont Calder Field Office
2209 Calder
Beaumont, Texas 77701
(713) 835-2511 TDD/Voice

Mike Collier
Vocational Rehabilitation Counselor
Midland Field Office
2811-B North Big Spring St.
Midland, Texas 79701
(915) 684-5791 TDD/Voice

Ron Lowe
Vocational Rehabilitation Counselor
Corpus Christi Field Office West
1000 Morgan
Corpus Christi, Texas 78404
(512) 833-3525 TDD/Voice

Doug Dittfurth
Vocational Rehabilitation Counselor
San Antonio Field Office North
1015 Jackson Keller Suite 103
San Antonio, Texas 78216
(512) 249-2684 TDD/Voice

Michael Creech
Vocational Rehabilitation Counselor
Dallas Deaf Action Center Office
3115 Crestview
Dallas, Texas 75235
(214) 522-8852 TDD/Voice

Gary Kirby
Vocational Rehabilitation Counselor
Dallas West Field Office
5415 Maple Avenue, Suite 221
Dallas, Texas 75235
(214) 638-6070 TDD/Voice

Nancy Murray
Vocational Rehabilitation Counselor
Edinburg Field Office
1110 South Closner
Edinburg, Texas 78539
(512) 383-0795 TDD/Voice

David Rustay
Vocational Rehabilitation Counselor
El Paso Field Office Central
2111 East Missouri - Suite 3-110
El Paso, Texas 79903
(915) 545-1231 TDD/Voice

Jack Gregory
Vocational Rehabilitation Counselor
Ft. Worth Southeast Field Office
909 E. Seminary Drive - Dubose Bldg.
Ft. Worth, Texas 76115
(817) 921-0244 TDD/Voice

Rueben Perez
Vocational Rehabilitation Counselor
San Antonio Field Office North
1015 Jackson Keller Suite 103
San Antonio, Texas 78216
(512) 249-2684 TDD/Voice

James Calvin Willard
Vocational Rehabilitation Counselor
Waco Field Office
1702 West Waco Drive
Waco, Texas 76701
(817) 756-5401 TDD/Voice

CENTRAL OFFICE

Vernon M. Arrell, Commissioner;
Doyle Wheeler, Deputy Commissioner,
Programs; John Wylie, Director,
Program Services; Kelly Caudell,
Program Specialist for Hearing
and Speech Impaired
118 E. Riverside Drive
Austin, Texas 78704
(512) 445-8313 (TDD or Voice)

Regional Offices

Region I:
Les Lovell, Regional Director

Lubbock Regional Officer
#14 Briercroft Office Park
Lubbock, Texas 79412
(806) 762-0375 (TDD/Voice)

Region II:
Lon Young, Regional Director
Roger Ward, Program Officer

Ft. Worth Regional Office
3005 Alta Mere
Ft. Worth, Texas 76116
(817) 731-7343 (TDD/Voice)

Region III:
Jackson King, Regional Director
Les Doleshal, Program Officer

Austin Regional Office
510 South Congress Ave., Suite 201
Austin, Texas 78704
(512) 477-1427 (TTY/Voice)

Region IV:
Ken Vogel, Reigonal Director
Jimmy Mihlhauer, Program Director

Houston Regional Office
7211 Regency Square Blvd., #150
Housotn, Texas 77036
(713) 977-2613 (TTY/Voice)

Region V:
John Halloran, Regional Director
Jerry Crain, Program Officer

San Antonio Regional Office
Cypress Tower, Suite 300
1222 North Main Avenue
San Antonio, Texas 78212
(512) 224-1767 (TTY/Voice)

Region VI:
Bob Marx, Regional Director
Bertha Hinojosa, Program Officer

Dallas Reigonal Office
13612 Midway Road, Suite 530
Dallas, Texas 75234
(214) 387-8695 (TTY/Voice)

HEARING IMPAIRED COUNSELORS

Vicki Cook
Vocational Rehabilitation Counselor
Texas Rehabilitation Commission
Austin Field Office South
105 West Riverside Drive
Austin, Texas 78704
(512) 448-2333 Voice
(512) 448-1736 TTY

Marilyn Galloway
Texas Rehabilitation Counselor
105 West Riverside Drive
Austin, Texas 78704
(512) 448-2333 Voice
(512) 448-1737 TTY

Polly Walton
Vocation Rehabilitation Counselor
Beaumont Calder Field Office
2209 Calder
Beaumont, Texas 77701
(713) 835-2511 TTY/Voice

Ron Lowe
Vocational Rehabilitation Counselor
Corpus Christi Field Office West
1000 Morgan
Corpus Christi, Texas 78404
(512) 833-3525 TTY/Voice

Michael Creech
Vocational Rehabilitation Counselor
Dallas Deaf Action Center Office
3115 Crestview
Dallas, Texas 75235
(214) 522-8852 TTY/Voice

Ro Rosenburg
Vocational Rehabilitation Counselor
Houston Field Office Central
2717 Main Street
Houston, Texas 77002
(713) 659-2211 TTY/Voice

Bill Glenn
Vocational Rehabilitation Counselor
Houston Field Office Central
2717 Main Street
Houston, Texas 77002
(713) 659-2211 TTY/Voice

Mike Collier
Vocational Rehabilitation Counselor
Midland Field Office
2811-B North Big Spring St.
Midland, Texas 79701
(915) 684-5791 TTY/Voice

Doug Dittfurth
Vocational Rehabilitation Counselor
Texas Rehabilitation Commission
3222 Burke Suite 112
Pasadena, Texas 77504
(713) 943-1400 TTY/Voice

Rueben Perez
Vocational Rehabilitation Counselor
San Antonio Field Office North
1015 Jackson Keller Suite 103
San Antonio, Texas 78216
(512) 249-2684 TTY/Voice

Gary Kirby
Vocational Rehabilitation Counselor
Dallas West Field Office
5415 Maple Avenue, Suite 221
Dallas, Texas 75235
(214) 638-6070 TTY/Voice

Nancy Murray
Vocational Rehabilitation Counselor
Edinburg Field Office
1110 South Closner
Edinburg, Texas 78539
(512) 383-0795 TTY/Voice

David Rustay
Vocational Rehabilitation Counselor
El Paso Field Office Central
2111 East Missouri - Suite 3-110
El Paso, Texas 79903
(915) 545-1231 TTY/Voice

Jack Gregory
Vocational Rehabilitation Counselor
Ft. Worth Southeast Field Office
909 E. Seminary Drive - Dubose Bldg.
Ft. Worth, Texas 76115
(817) 921-0244 TTY/Voice

James Calvin Willard
Vocational Rehabilitation Counselor
Waco Field Office
1702 West Waco Drive
Waco, Texas 76701
(817) 756-5401 TTY/Voice

CENTRAL OFFICE

Vernon M. Arrell, Commissioner;
Doyle Wheeler, Deputy Commissioner,
Programs; John Wylie, Director,
Program Services; Kelly Caudell,
Program Specialist for Hearing
and Speech Impaired
118 E. Riverside Drive
Austin, Texas 78704
(512) 445-8313 (TTY or Voice)

Counseling Services

Meadow Lane Baptist Church and Deaf Mission, Arlington	817-274-2581
Austin Child Guidance and Evaluation Center, Austin.	512-476-6015
Travis County Services for the Deaf, Austin.	512-448-7597
Memorial Baptist Church, Baytown	713-427-1725
Goodwill Industries of Corpus Christi, Inc., Corpus Christi.	512-884-4068
American Red Cross, Dallas	214-741-4421
Catholic Deaf Apostolate Knights of Columbus Deaf Program, Dallas.	214-528-2080
Goodwill Industries of Dallas, Inc., Dallas.	214-638-2800
Helen Keller National Center, South Central Region, Dallas.	214-630-4936
El Paso Center of the Deaf, Inc., El Paso.	915-544-6032
Goodwill Industries of El Paso, Inc., El Paso.	915-778-3371
Sertoma International Center for Communicative Disorders of El Paso/Juarez, El Paso.	915-533-2266
North Fort Worth Baptist Church Deaf Ministry, Ft. Worth	817-624-7276
Holy Three-In-One Lutheran Church of the Deaf, Houston	713-526-6134

Counseling Services continued

Texas Elks Foundation for Handicapped Children, Luling.	512-672-7561
Midessa Association of the Deaf, Inc., Midland	915-697-3749
Southwest Center for the Hearing Impaired, San Antonio	512-699-3311
Sunshine Cottage School for Deaf Children, San Antonio	512-824-0579
Scott and White Medical Hospital, Temple	817-774-2111

Civil Services

Advocacy Incorporated, Austin.	1-800-252-9108
American Red Cross, Austin	512-928-4271
Texas Association for the Deaf, Austin	512-475-2492
Travis County Services for the Deaf, Austin.	512-448-7597
Brownsville Society for Crippled Children, Inc., Brownsville	512-542-8504
High Plains Association of Hearing Impaired, Amarillo.	806-655-4455
Corpus Christi Area Council for the Deaf, Inc., Corpus Christi.	512-855-0581
American Red Cross, Dallas	214-741-4421
Deaf Action Center, Dallas	214-521-0407
Nottingham Manor, Dallas	214-388-0519
El Paso Center for the Deaf, Inc., El Paso	915-544-6032
Fort Worth Association of the Deaf, Inc., Ft. Worth.	817-244-3264
Tarrant County Services for the Hearing Impaired, Inc., Ft. Worth	817-926-5305
American Red Cross, Houston.	713-526-8300
Houston Center for Independent Living, Houston	713-795-4252
San Antonio Council for the Advancement of Services to the Deaf, San Antonio	512-699-3311

Community based, non-profit organizations which contract with the Texas Commission for the Deaf include:

Central Texas Council for the Deaf
P. O. Box 2291
Waco, Texas 96703
(817) 754-4247

Deaf Action Center
3115 Crestview
Dallas, Texas 75235
(214) 521-0407
(214) 690-7101
(after hours emergency voice/tty)

Hear-Say
2525 Murworth
Houston, Texas 77025
(713) 666-2625

Lubbock County Services for Deaf
4325 22nd Place
Lubbock, Texas 79410
(806) 795-2345

San Antonio Council for the Advancement of Services to the Deaf
6487 Whitby Road
San Antonio, Texas 78240
(512) 699-3311 (v)
(512) 696-0231 (tty)

Southeast Texas Council for the Hearing Impaired
% Lamar Speech and Hearing Clinic
P.O. Box 10076, Lamar Station
Beaumont, Texas 77710
(409) 838-8180

Texoma Council for the Deaf
800 N. Travis
Sherman, Texas 75090
(214) 892-6531 (v/tty)

West Texas Services for the Deaf
1216 Memosa
Abilene, Texas 79603
(915) 672-5987 (v-answering machine, tty after 4:30 p.m.)

Corpus Christi Area Council for Deaf
5151 McArdle Road
Corpus Christi, Texas 78411
(512) 855-0581

Deaf Council of Greater Houston
P. O. Box 20549
Houston, Texas 77025
(713) 741-6621

El Paso Center of the Deaf
1005 East Yandell
El Paso, Texas 79902
(915) 544-6032 (v/tty)

Highland Council for the Deaf
P. O. Box 1935
Big Spring, Texas 79721
(915) 267-6779

Panhandle Council for the Deaf
909 S. Bivins
Amarillo, Texas 79104
(806) 374-7171

San Jacinto Council for the Deaf
% Hearing Impaired Program
P. O. Box 818
Baytown, Texas 77520
(713) 420-3430
(713) 428-2121 (v/tty)

Tarrant County Services for the Hearing Impaired
% Goodrich Center for the Deaf
2500 Lipscomb
Fort Worth, Texas 76110
(817) 926-5305 (v/tty)

Travis County Council for the Deaf
2201 Post Road, Room 100
Austin, Texas 78704
(512) 448-7597
(512) 444-4181 (tty)
(512) 2349 (after hrs. emergency)

Community Services

West Texas Services for the Deaf, Abilene.	915-672-5987
Travis County Services for the Deaf, Austin.	512-448-7591
Lee College-Hearing Impaired Program, Baytown. . . .	713-420-3430
Southeast Texas Council for the Hearing Impaired, Beaumont.	409-838-8180
Highland Council for the Deaf, Big Spring.	915-267-6779
Brownsville Society for Crippled Children, Inc., Brownsville	512-542-8504
Corpus Christi Area Council for the Deaf, Inc., Corpus Christi.	512-855-0581
Goodwill Industries of Corpus Christi, Inc. Corpus Christi.	512-884-4068
Deaf Action Center, Dallas	214-521-0407
Goodwill Industries of Dallas, Inc..	214-638-2800
Nottingham Manor, Dallas	214-388-0519
El Paso Center of the Deaf, Inc., El Paso.	915-544-6032
Fort Worth Association of the Deaf, Inc., Ft. Worth.	817-244-3264
Tarrant County Services for the Hearing Impaired, Inc., Ft. Worth	817-926-5305
Hear-Say, Houston.	713-666-2625
Houston Public Library, Houston.	713-225-3385
Houston Center for Independent Living, Houston . . .	713-795-4252
Lubbock County Services for the Deaf/Information Center, Lubbock	806-795-2345
Texoma Council for the Deaf, Sherman	214-892-6531
San Antonio Council for the Advancement of Services to the Deaf, San Antonio	512-699-3311

Social/Recreational Services

High Plains Association of the Deaf, Amarillo. . . .	806-373-6573
Adaptive Programs, Austin Parks and Recreation Department, Austin.	512-453-5084
Sharir Dance Company, Austin	512-471-7544
Brownsville Society for Crippled Children, Inc., Brownsville	512-542-8504
High Plains Association of Hearing Impaired, Amarillo.	806-655-4455
Camp Soroptimist, Dallas	214-634-7500
Nottingham Manor, Dallas	214-388-0519
Houston Association of the Deaf.	713-956-4991
Midessa Association of the Deaf, Inc., Midland . . .	915-697-3749
Metro Club of the Deaf, Richardson	214-234-3307

Church Sponsored Services

First Baptist Church, Abilene.	915-673-5031
First Baptist Church, Amarillo	806-373-2891
Knights of Columbus Deaf Center, Amarillo.	806-383-2243
Assembly of God Glad Tidings Church, Austin.	512-459-5481
Hyde Park Baptist Church, Austin	512-459-6587
Knights of Columbus Deaf Center, Austin.	512-443-5330

Meadow Lane Baptist Church & Deaf Mission, Arlington	817-274-2581
Allandale Baptist Church, Austin	512-454-8711
Congress Avenue Baptist Church, Austin	512-447-7781
Jesus Lutheran Church for the Deaf, Austin	512-442-1715
Memorial Baptist Church, Baytown	713-427-1725
San Jacinto Baptist Association, Baytown	713-422-3604
Second Baptist Church, Baytown	713-427-6506
Central Baptist Church, Bryan.	409-779-1591
Knights of Columbus Deaf Community Program, Corpus Christi.	512-882-6191
Catholic Deaf Apostolate, Knights of Columbus Deaf Program, Dallas	214-528-2080
Cedar Crest Church of Christ, Dallas	214-943-1340
First Baptist Church, Dallas	214-742-3111
Hampton Place Baptist Church, Dallas	214-331-5476
Highland Oaks Church of Christ, Dallas	214-272-3749
John of Beverley Chapel for the Deaf, Dallas	214-368-0569
Oak Cliff Assembly Deaf Church, Dallas	214-371-7691
Silent Friends Chapel, Dallas.	214-742-3111 Ext. 265/348
Knights of Columbus Catholic Deaf Services, Fort Worth.	817-626-6684
North Fort Worth Baptist Church Deaf Ministry, Fort Worth.	817-624-7276
Travis Avenue Baptist Church, Fort Worth	817-924-4266
Deaf Valley-Wide Mission, Harlingen.	512-423-3188
Holy Three-In-One Lutheran Church of the Deaf, Houston	713-526-6134
St. Dominic Center for the Deaf, Houston	713-741-6621
St. John's Baptist Church, Houston	713-659-7748
Westbury Church of Christ, Houston	713-729-7880
First Baptist Church, Lubbock.	806-747-0281
Knights of Columbus Deaf Community Programs, Fort Worth.	817-626-6684
Travis Avenue Baptist Church, Fort Worth	817-924-4266
South MacArthur Church of Christ, Irving	214-253-1174
Knights of Columbus Deaf Center, Lubbock	806-765-8475
Oakwood Baptist Church Deaf Ministry, Lubbock.	806-745-5437
Oakwood Baptist Church, Lubbock.	806-745-5437
Sunset Church of Christ, Lubbock	806-792-5191
Sunset School of Preaching and Sunset Church of Christ, Lubbock.	806-792-5191
First Baptist Church, Midland.	915-682-1646
Golf Course Road Church of Christ, Midland	915-694-8836
Fredonia Hill Baptist Church, Nacogdoches.	409-564-8386
First Baptist Church, Odessa	915-337-1524
First Baptist Church, San Angelo	915-655-4101
Knights of Columbus Deaf Center, San Antonio	512-224-7536
First Baptist Church, San Antonio.	512-226-0363
Knights of Columbus Deaf Center, San Antonio	512-224-7536
Trinity Baptist Church, San Antonio.	512-733-6201
First Baptist Church, Tyler.	214-595-1021
Glenwood Church of Christ, Tyler	214-592-3858
Columbus Avenue Baptist Church/Silent Dept., Waco.	817-752-1655

Columbus Avenue Church of Christ, Waco	817-752-9636
Knights of Columbus Deaf Center, Weslaco	512-968-6449
Faith Village Church of Christ, Wichita Falls	817-692-0032
First Baptist Church, Wichita Falls	817-723-2764

Post Secondary Educational Services

Austin Community College, Austin	512-495-7000
Lee College - Hearing Impaired, Baytown	713-420-3430
Lamar University Speech and Hearing Center, Beaumont	409-838-8170
Southwest Collegiate Institute for the Deaf, Big Spring	915-267-2511
East Texas State University, Commerce	214-886-5913
Dallas Baptist College, Dallas	214-331-8311
North Texas State University, Denton	817-565-2681
Texas Woman's University, Denton	817-387-6169
Galveston College	409-763-6551
Houston Community College	713-869-5598
North Harris County College, Houston	713-443-6640
Tarrant County Junior College, Hurst	817-281-0037
Eastfield College, Mesquite	214-324-7032
Stephen F. Austin State University, Nacogdoches	409-569-2906
University of Texas at Dallas, Richardson	214-690-2111
Harry Jersig Center, San Antonio	512-434-6711 (Ext. 413)
San Antonio College Handicapped Student Services, San Antonio	512-733-2362
Trinity University, San Antonio	512-736-7501
McLennan Community College, Waco	817-756-6551
Texas State Technical Institute/Deaf Student Services, Waco	817-799-3611 (Ext. 3600)

Adult Education Programs

Abilene ISD	915-673-6585
Alice ISD	512-664-0981 (Ext. 50)
Austin Community College	512-495-7532
Beaumont ISD	409-832-5929
Beeville ISD	512-358-5101
Brownsville ISD	512-546-2433
Killeen Central Texas College	817-526-7161
OR	512-476-1730
Texas City College of the Mainland	409-938-1211 (Ext. 293)
Corpus Christi ISD	512-888-8285
Corsicana ISD	214-872-8488
Crockett ISD	409-544-2125
Dallas ISD	214-421-1051
El Paso ISD	915-533-9072
Fort Worth ISD	817-332-7544
Fredericksburg ISD	512-997-7182
Georgetown ISD	512-863-9277

Harris County Dept. of Education, Houston	713-696-8177
	OR 713-696-8150
Henderson County Junior College, Athens	214-675-6215
Houston Community College	713-630-7277
Howard College at Big Spring	915-267-6311
Kerville ISD	512-257-2218
Killeen ISD	817-526-2199
La Vega ISD, Waco	817-772-3103
Laredo Junior College	512-722-0521 (Ext. 62)
Lewisville ISD	214-539-1551
Lubbock ISD	806-765-9330
McAllen ISD	512-687-7871
Midland College	915-684-7851
North Harris County College, Houston	713-443-5600
Odessa College	915-335-6577
Palestine ISD	214-729-6911
Paris Junior College, Mt. Pleasant	214-572-3506
Plainview ISD	806-296-5563
Port Arthur ISD	409-985-6787
Edinburg Region I Ed. Service Center	512-303-5611
Victoria Region III Ed. Serv. Center	512-573-0731
Houston Region III Ed. Serv. Center	713-462-7700
Beaumont Region V Ed. Serv. Center	409-835-5212
Huntsville Region VI Ed. Serv. Center	409-295-9161
Kilgore Region IIII Ed. Serv. Center	214-984-3071
Wichita Falls Region IX Ed. Serv. Center	817-322-2727 (Ext. 213)
Amarillo Region XVI Ed. Serv. Center	806-376-5521
Lubbock Region Hill Educ. Serv. Center	806-792-4000
San Antonio Region HH E. S. C.	512-271-7611
Rusk ISD	214-683-5623
San Angelo ISD	915-942-6767
Schertz-Cibolo-Universal City ISD	512-658-3554
Sherman ISD	214-892-9115
Uvalde S.W. Texas Junior College	512-278-4401
Sweetwater ISD	915-235-8455
Texarkana ISD	214-794-2175
Valley View ISD	817-726-3244
Wharton County Jr. College	409-532-4560 (Ext. 64)
Ysleta ISD, El Paso	915-859-7971

State Office:

Texas Education Agency
Divicion of Adult and Community Education
201 East 11th Street
Austin, Texas 78701
(512)834-4266 (voice only)

Texoma Council for the Deaf, Sherman	214-892-6531

Educational Services:

Education Service Center/Region XIV, Abilene	915-676-8201
Education Service Center, Region XVI, Amarillo	806-376-5521
Austin Community College, Austin	512-495-7000
Austin Sign Language School, Austin	512-451-5809
Capitol Sign Language Institute, Austin	512-442-1715
Education Service Center-Region XIII, Austin	512-458-9131 (Ext. 339)
Texas Education Agency, Special Education Program Services for the Deaf	512-834-4428

Regional Offices:

Cluster A

West Texas/Panhandle Regional Office of Education for the Deaf
4050 Rio Bravo, Suite 140
El Paso, Texas 79902
915/544-1164 TTY/Voice
Carol Lacy, Regional Director of Services for the Deaf

Cluster B

North-Central Regional Office of Education for the Deaf
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
512/834-4430 Voice
Dean Cunningham, Regional Director of Services for the Deaf

Cluster C

North-East Regional Office of Education for the Deaf
725 South Central Expressway, Suite D-11
Richardson, Texas 75080
214/609-9270 Voice
Dr. John W. Butler, Regional Director of Services for the Deaf

Cluster D

Gulf Coast Regional Office of Education for the Deaf
2472 Bolsover, Suite 348
Houston, Texas 77005
713/529-3024 Voice
Dr. Jacob Pino, Regional Director of Services for the Deaf
Liz Grimes, Program Specialist

Cluster E

South-Central Regional Office of Education for the Deaf
102 E. Monterrey Building
3838 Northwest Loop 410
San Antonio, Texas 78229
512/733-8116 Voice
John I. Gonzales, Regional Director of Services for the Deaf
Paula Archer, Program Specialist

Texas School for the Deaf	512-442-7821
Education Service Center Region II, Corpus Christi. .	512-883-9288 (Ext. 240)
Region One ESC, Edinburg.	512-383-5611
Education Service Center Region XIX, El Paso.	915-593-5081
Education Service Center Region IV, Houston	713-895-9536
Houston School for Deaf Children, Houston	713-523-3633
Education Service Center, Region VI, Huntsville . . .	409-295-9161
Education Service Center Region VII, Kilgore.	214-984-3071
Education Service Center Region XVIII, Midland. . . .	915-563-2380
Education Service Center Region VIII, Mt. Pleasant. .	214-572-8552
Child Find/Serve Program - Region 10, Richardson. . .	214-231-6301 (Ext. 246)
Education Service Center Region XV, San Angelo. . . .	915-658-6571
Language and Learning Concepts, San Antonio	512-824-0579
Sunshine Cottage School for Deaf Children, San Antonio.	512-824-0579
Education Service Center Region IX, Wichita Falls . .	817-322-6928

INDEX

PAGE

INTRODUCTION 1
HINTS FOR WORKING WITH THE HEARING IMPAIRED
WITHOUT THE USE OF AN INTERPRETER 7
SUGGESTIONS FOR PEER PAIRING 11
SELECTION OF PEER ASSISTANTS 12
AN INTERPRETER IN THE CLASSROOM 13
SUGGESTIONS FOR LOCATING AND IDENTIFYING INTERPRETERS . . . 18
MOTIVATION 20
GOAL SETTING WORKSHEET 25
ASSESSMENT OF HEARING IMPAIRED STUDENTS. 27
WRITING ASSESSMENT 30
ADAPTING MATERIALS 33
EFFECTIVE METHODS AND MATERIALS 37
THE LANGUAGE EXPERIENCE APPROACH 39
PICTURE DESCRIPTIONS 40
SELECTING MATERIALS 46
READING FLUENCY AND FLEXIBILITY 55
CRITICAL THINKING SKILLS 63
PRAGMATIC SKILL PRACTICE 66
CAREER AWARENESS 68
SUBSTITUTION DRILLS 71
A SYSTEM FOR RECRUITING 77
CONCLUSION 78
APPENDIX 80
ORIENTATION TO HEARING IMPAIRMENT 81
HEARING AIDS 83
TYPES OF HEARING LOSS 83
DEGREES OF HEARING LOSS 84
GLOSSARY 86
SERVICES FOR THE DEAF 89